ED 263 298 AA 001 144

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 86

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $51.00 (Domestic), $70.00 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 263 313 CE 042 755

Barnow, Burt S.

The Education, Training, and Work Experience of the Adult Labor Force from 1984 to 1995.

ICF, Inc., Washington, D.C.
SPONS. AGENCY- National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- RR-85-10
PUB DATE- Jun 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Career Education; Demography; *Educational Attainment; Employment Projections; *Futures (of Society); *Job Training; *Labor Force; Occupational Mobility; *Work Experience

This study describes the overall composition and characteristics of the adult labor force at present and over the next 10 years. Chapter 1 presents and discusses the size, demographic composition, and employment characteristics of the adult/labor force. Chapter 2 provides a description and analysis of the educational attainment of adult labor force, including analysis of English fluency and functional literacy of the labor force. Chapter 3 is concerned with training available to the adult labor force. Chapter 4 examines the work experience of the adult labor force for various demographic groups. Chapter 5 presents evidence on the occupational mobility of the adult labor force. Chapter 6 presents projections of the size and composition of the labor force over the next 10 years, as well as preliminary projections of educational attainment. Four major conclusions are provided in chapter 7: most adults are able to obtain employment, but a significant number of individuals, concentrated among blacks and Hispanics, face serious unemployment problems; the adult labor force is not static in nature; adult training and education are concentrated among those already doing relatively well in the labor market; and the employment situation for the adult force is likely to improve. Three topics for policy considerations are suggested. Appendixes include the methodology used to project educational attainment and a three-page bibliography. (YLB)

ED 263 327 CE 042 783

Hoggard, David; Pedras, Melvin J.
Utilizing the DACUM Process in the Development of a CAD Curriculum.
PUB DATE- Dec 85
NOTE- 14p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 6-8, 1985). For a related document, see CE 042 674. Document printed on gray paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competency Based Education; Computer Oriented Programs; *Curriculum Development; *Drafting; *Industrial Education; *Job Analysis; Job Skills; Occupational Information; Postsecondary Education; Two Year Colleges
IDENTIFIERS- *Computer Assisted Drafting; *DACUM Process

Originally created in the late 1960s, DACUM (Developing a Curriculum) is a method for conducting an occupational analysis that identifies the tasks that must be performed by persons employed in a specific job or occupational area. As a result of the occupational analysis, a profile chart is developed that identifies the duties and tasks associated with the occupation being analyzed. The process involves use of a group of expert workers from the occupational area who are guided through a brainstorming session to reach consensus on the skills required for successful workers in that occupation. The DACUM process is quick (two to three days), inexpensive ($500 to $1,000) in comparison to traditional occupational analysis, and has excellent public relations value. The competency profile can be used in development of competency-based instructional programs. Clark County Community College used the DACUM process to develop a computer-assisted drafting (CAD) program. A panel representing supervision and workers/technicians was established. This panel modified a description of a CAD technician and identified the duties and appropriate tasks. These duty and task statements were organized in a logical sequence (profile chart). (The CAD profile chart is appended.) (YLB)

ED 263 342 CE 042 804

Intensive English as a Second Language/Cultural Orientation Training Program. Guide for Instruction.

International Catholic Migration Commission, Morong (Philippines).

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- Apr 85
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); *Adult Basic Education; Adult Learning; Behavioral Objectives; Cognitive Style; *Cross Cultural Training; Cultural Context; *English (Second Language); *Indochinese; *Intensive Language Courses; Language Skills; Learning Processes; *Refugees; Relocation; Second Language Instruction

This instructional guide is designed to assist those teaching intensive English-as-a-second-language (ESL) courses geared toward Indochinese refugees. It offers suggestions for making culturally sensitive and responsive decisions while providing basic cultural orientation and second language instruction to refugees. The first part of the guide presents teaching implications as they relate to various assumptions about learning in general and also learning a new language and a new culture. The second part of the guide describes a series of teaching practices that have been identified as being effective both in preparing to teach and in actual teaching. (MN)

ED 263 356 CE 042 845

Hammer, Douglas; And Others
Five Select Papers. Research Papers Selected from the Trade and Industrial Ecucation Research Committee's Carousel Presentations at the American Vocational Association Convention (Atlanta, Georgia, December 7, 1985).
American Vocational Association, Inc., Arlington, Va.
PUB DATE- 7 Dec 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Community Colleges; Comparative Analysis; *Curriculum Development; *Educational Practices; Educational Research; Electronics; Models; Postsecondary Education; Secondary Education; State of the Art Reviews; Statewide Planning; *Student Characteristics; *Student Evaluation; *Teacher Education; *Trade and Industrial Education; Two Year Colleges; Vocational Education Teachers

This compilation represents a jury selection of five papers, which were originally presented at the American Vocational Association Convention in Atlanta, Georgia, that were judged to make a timely contribution to the field of trade and industrial education. Included in the volume are the following papers: "A Status Assessment of Industrial Arts Education in the Public Secondary School of Idaho," by Douglas Hammer; "A Comparison of Selected Student Characteristics and External Influences: Public Community College and Two-Year (Degree Granting) Proprietary Institutions," by William S. Marecki; "Curriculum Model for Electronics Technology," by Jack D. Wamble; "Looking beyond the Mean Score," by Thomas K. Bloom and John Aleong; and "What Research Tells Us about the Preparation of Trade and Industrial Teachers," by Curtis R. Finch and Patrick O'Reilly. (MN)

Long, James S.
How Will Extensionists Keep Up-to-Date with Research?
PUB DATE- Nov 84
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Louisville, KY, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Computer Oriented Programs; *Databases; *Extension Agents; *Extension Education; Information Retrieval; *Online Searching; *Research Utilization; Search Strategies

Extensionists need to make the "ASIAn Connection"--become Aware of the spectrum of research, Select program-related research, Integrate research from many disciplines, and Apply it in a way useful to clientele. Extensionists currently use a wide variety of traditional techniques to make the "ASIAn Connection." One relatively new technique has tremendous potential--personally accessing bibliographic research databases via microcomputer. Using key words, extension faculty can define dimensions of real problems and personally search over 1,200 computer-readable databases. An interactive microcomputer search conducted personally by the user (extension worker) with assistance from a search technician makes the searcher aware of available research and the number of citations. Teams of specialists might conduct searches incrementally and interactively to help discover the application of new ideas to a given practice or to a goal. Teams of researchers and extensionists might collaborate earlier to identify research ready for dissemination through extension. Information on databases includes printed aids, database description and accessing procedure supplied by the database, and information from the vendor. Training on database searching is available through workshops and consultation. Administrative policy questions concern state support, who will have access, and budgeting for access. (An appendix lists actual database searches for extension programming.) (YLB)

ED 263 385 CE 042 901

Usiewicz, Ronald A.

Investigation and Development of Competency Standards and Certification Requirements for Secondary-Level Vocational Foodservice Programs. Final Report.

New Haven Univ., West Haven, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.
PUB DATE- 31 Oct 85
NOTE- 261p.
CONTRACT- PS-85-1910
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Bakery Industry; Competency Based Education; *Cooks; Employer Attitudes; *Food Service; *Job Analysis; *Job Skills; Literature Reviews; *Occupational Home Economics; Secondary Education; Surveys; Teacher Attitudes
IDENTIFIERS- Bakers

An investigation ascertained, analyzed, and documented competency standards and certification requirements for secondary-level vocational food service programs. A literature review produced no instruments used in past studies to measure the attitudes of food service professionals toward task competencies. Six occupations were selected for the development of the task analysis: cook/chef, cook assistant, short order cook, food preparation helper, baker's helper, and food service worker. The questionnaire was composed of two basic parts: a proficiency variable and a frequency variable. Tasks were identified by teachers, food service supervisors, and management personnel. Questionnaires were returned by 488 of 600 food service management personnel throughout Connecticut. Survey findings indicated the recommended development of a competency-based food service curriculum that (1) focuses especially on sanitation standards, communication skills, human relations, and student demonstration of task competency; (2) promotes critical thinking and provides a practical application of the basic skills; and (3) addresses the needs of the food service industry today and is adaptable to various professional settings.

(Over 40 pages of tables present task analysis results showing statistical analysis according to proficiency and frequency of individual tasks and a cross analysis of results. Appendixes include the questionnaires and an extensive bibiligraphy.) (YLB)

ED 263 399 CE 042 926

Pasciullo, Robert J.

Education and the Adult Learner. Topic Paper No. 1.

Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 20p.; For related topic papers, see CE 042 927-930.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Access to Education; *Adult Learning; *Adult Students; *Labor Education; *Lifelong Learning; Postsecondary Education; *Unions

This manual provides labor education advisors with basic information on adult learners, specifically members of a union, and barriers to lifelong learning. Definitions of adult learners and lifelong learning are first provided. A background section reports that the number of adults representing the rank and file union membership enrolled in lifelong learning courses and programs falls far behind the average for the general adult population. Barriers to education are listed, and characteristics of the worker/student are discussed that distinguish an adult learner, and particularly a full-time worker, from the traditional full-time college-age student. The following general types of barriers to continuing education are then considered: informational (application procedures, program offerings, academic services), cost (tuition, fees, texts and supplies, transportation), institutional (scheduling, lack of program and classes, filled classes, location), time (family, job and union responsibilities), and personal (self-image, feelings of inadequacy). Suggestions for the labor education advisor to use in order to overcome each barrier are offered. Appendixes include information and a chart on adult development and the life-cycle and a bibliography. (YLB)

ED 263 413 CE 042 960

Greenan, James P.; And Others
Generalizable Communications Skills Resource Directory.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 146p.; For related documents, see ED 233 223 and ED 261 255.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Communication Skills; Educational Resources; Grammar; Instructional Materials; Listening; Listening Skills; *Reading Skills; Secondary Education; *Speech; Speech Skills; Spelling; *Vocabulary; Vocabulary Skills; *Vocational Education; *Writing (Composition); Writing Skills

This directory is designed to serve as a resource guide for vocational educators who need additional instructional material in the teaching of communications or vocationally oriented communications in their classes. The user guide explains the organization and use of the manual. The Communications Resource Materials section is divided into topic areas. It is composed of books, articles, multimedia, and computer programs. Resources have been chosen for their applicability to middle, junior high, and high school students. The resource materials provide the following information: title (listed alphabetically within each section), author (developer, editor, or agency), source (distributor of the material), description (brief explanation of purpose, some discussion of topics covered, and mention of target audience), and cost. The resources are divided into six categories: words and meanings, reading, writing, speaking, listening, and general. The Teacher Resource Materials section covers many potential areas of assistance for teachers and includes teacher education materials, references on vocational special needs, and program-oriented materials. The List of Publishers lists alphabetically the source of the materials in both resource materials sections. The appendix is a chart illustrating generalizable communications skills by vocational program area and the importance of each skill to each vocational program area. (YLB)

Math on the Job. Sheet-Metal Worker.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Blueprints; *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Enrichment Activities; Equipment Utilization; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Metal Working; Occupational Information; Secondary Education; *Sheet Metal Work; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of sheet metal workers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a sheet metal worker with which the student is likely to be familiar. The next two sections deal with the work environment of the typical sheet metal worker and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by sheet metal workers are provided. Various suggestions are listed for students interested in further exploring the occupation of sheet metal worker. A glossary and answer sheet conclude the booklet. (MN)

Math on the Job. Metal Product Assembler.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Assembly (Manufacturing); *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Learning Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Metal Working; Production Technicians; Secondary Education; Special Education; *Trade and Industrial Education; Vocabulary; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of metal product assemblers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a metal product assembler with which the student is likely to be familiar. The next two sections deal with the work environment of the typical metal product assembler and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by metal product assemblers are provided. Various suggestions are listed for students interested in further exploring the occupation of metal product assembler. A glossary and answer sheet conclude the booklet. (YLB)

Bates, Marsha E.; And Others

A Longitudinal Study of Sensation-Seeking Needs and Drug Use.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
PUB DATE- Aug 85
NOTE- 34p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- AA-05823-01; DA-03395-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; Behavior Development; Cross Sectional Studies; *Drinking; *Drug Use; Longitudinal Studies; *Psychological Needs; Young Adults
IDENTIFIERS- New Jersey; *Sensation Seeking Needs; Substance Abuse

Although recent research suggests that drug misuse involves multiple etiologies, more information is needed to aid in the development of individualized treatment regimens. Individuals with high sensation-seeking (SS) needs do not appear to respond well to traditional counseling approaches. Adolescents (N=584) aged 15 or 18 at time 1 (T1) and 18 or 21 at time 2 (T2) completed self-report questionnaires, behavioral tasks, and physiological measures. The results revealed that no reliable age effects on T1 levels of disinhibition needs were obtained. But drug use increased with age both in terms of initial age differences and age changes in the longitudinal study. Subjects reporting low SS needs initially maintained low SS needs and showed the lowest levels of use in frequency and quantity. High SS need individuals reported high levels of use at T1 and T2. The probability of getting drunk or high increased for individuals with high SS needs at either age and either time. The stability of needs over time and the level of needs at T1 accounted for the intensity of several drug taking behaviors over time. While the results demonstrated that the desire for stimulating experiences was a motivational determinant during the normal development of drug taking behaviors, the knowledge of SS needs at one point does not provide sufficient information to predict subsequent changes in SS needs or drug taking behaviors. (Data tables are included.) (TW)

ED 263 470 CG 018 626

Bailey, Bruce E.; And Others
Children's Suicidal Thinking: An Empirical Inquiry.

SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- Aug 85
NOTE- 23p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; *Cognitive Processes; *Conflict Resolution; Problem Solving; *Research Problems; *Suicide

Although over 5,000 children and adolescents commit suicide annually, little is known about suicidal thinking of normal children. Due to ethical considerations, researchers must be sensitive to the possibility that they could introduce suicide as an option to a child. A methodology was developed to examine suicidal thinking through projected suicide ideation. Children (N=1,303) between the ages of 3 and 19 were asked to identify three things they believed a character in a scenario would be thinking about doing. Eighteen scenarios were used which varied according to age and sex of the character, and their adverse life situation (cancer victim, in trouble with the law and at home, accident victim). The results indicated that children entering sixth grade spontaneously identified suicide as an option for the character. In a follow-up study, 285 adolescents completed the scenario activity and were then asked whether they had ever attempted or thought about any of the responses they projected onto the scenario character. The results indicated that 65 percent of these adolescents projected suicide as an option for the scenario character, 54 percent of these suicide projectors reported having thought about suicide, and 4 percent of suicide projectors (N=11) had actually attempted suicide themselves. (Author/NRB)

ED 263 484 CG 018 641

Sharp, Peggy, Ed.; Turney, Michael, Ed.
Children in Jeopardy. Proceedings of the Iowa Governor's Conference (Des Moines, Iowa, November 28, 1984).
Iowa Office of the Governor, Des Moines.
PUB DATE- 28 Nov 84
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Child Abuse; Child Neglect; Children; *Drug Abuse; Intervention; *Nutrition; *Poverty; Prevention; *Problem Solving; Safety; *Sexual Abuse
IDENTIFIERS- Iowa

The conference proceedings in this document include edited transcripts of the plenary sessions and individual reports on each of the 10 workshops from Iowa's Children in Jeopardy Conference. The conference was held, not for professional children's services workers, but for people with civic commitment and the ability to involve themselves and others in solving local problems. Five major themes or types of threats that place Iowa children in jeopardy, and which served as focal points of the conference, are listed: (1) food, health, and nutrition; (2) public safety and abduction problems; (3) child abuse and sexual exploitation; (4) emotional, psychological, and financial impacts of poverty; and (5) substance abuse. Workshop reports, which highlight the problems and present successful problem-solving strategies, are included from the 10 conference workshops, 2 workshops in each of the 5 areas. Reports are included from workshops dealing with problems in prenatal care, problems in infant and child care, kids in danger, safety programs that work, child abuse in Iowa, child abuse prevention in Iowa, emotional impacts of poverty on children, women and children in poverty, the substance abuser, and substance abuse. A brief statement of summary impressions and an appended list of conference participants concludes this report. (NRB)

ED 263 498 CG 018 655

Revenson, Tracey A.; Felton, Barbara J.
Perceived Stress in Chronic Illness: A Comparative Analysis of Four Diseases.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Nov 85
NOTE- 21p.; Paper presented at the Annual Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
GRANT- NIMH-MH-29822
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cancer; Coping; *Diabetes; *Diseases; *Hypertension; Middle Aged Adults; Older Adults; *Stress Variables
IDENTIFIERS- *Arthritis

Most studies of stress and coping processes among patients with serious illnesses have focused on acute illness states. Far less research has involved systematic examination of the types and frequency of illness-related stresses experienced by individuals living with chronic illness. To compare the nature and degree of illness-related stress posed by four chronic diseases, reports of illness stress were obtained from 170 middle-aged and elderly outpatients faced with a diagnosis of cancer, rheumatoid arthritis, diabetes mellitus, or hypertension. The results revealed that the two most frequently named stresses were demands imposed by the treatment regimen and restrictions imposed on the patient's lifestyle. Other important concerns reported were coping with pain and disease-related symptoms, limited mobility, and problems with social relationships caused by the illness. The results indicated that although a set of stresses common to chronic disease could be empirically identified, important illness-to-illness differences existed in the type and intensity of stress reported. Cancer patients expressed fears of death, uncertainty about future health, interpersonal relationship problems, and disease-related symptoms; diabetics felt stressed by treatment demands, and arthritics were concerned with physical limitations. While these findings conform to objective clinical features of each diagnosis, they also emphasize the importance of attending to patients' subjective illness experiences in providing comprehensive medical care. (Author/NRB)

ED 263 512 CG 018 669

Weiner, Bernard
The Social Psychology of Emotions with Some Classroom Applications.
SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.
PUB DATE- 15 Aug 85
NOTE- 37p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- MH-38014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Affective Behavior; *Attribution Theory; Children; Congruence (Psychology); Emotional Development; *Emotional Response; Locus of Control; Personality Development; *Psychological Patterns; Self Esteem; *Social Psychology
IDENTIFIERS- *Emotions

The psychology of emotion has been studied primarily from an intrapsychic perspective. A social psychological perspective of emotion can supplement this intrapsychic approach by examining three areas: (1) controlling the emotions of others; (2) controlling the thoughts of others through emotional expression; and (3) emotional congruence, or the fit between anticipated emotional communications and actual communications. To control the emotions of others, one must have naive theories about the determinants of emotion. Research has shown that attributional principles form the heart of some naive conceptions of emotion. Two attribution-based naive theories of emotion play important roles in the social lives of children and adults: self-esteem of others is controlled by altering communications along a locus dimension and anger of others is manipulated by altering communications along a controllability dimension. Other studies on how one's emotional expressions can control others' thoughts and feeling suggest that emotions function as cues that others can use. The emotional cues influence a variety of thoughts, including self-attribution, and communicated emotions play an important role in self-esteem and in attitude formation and change. Still other studies have examined emotional congruence. It is possible that the effects of incongruent emotional fits might enter into the dynamics of depression. These findings suggest that the social psychological perspective can supplement the intrapsychic approach to the psychology of emotions. (NRB)

ED 263 526 CS 008 196

Grabe, Mark
Reading Ability, Processing Load and the Detection of Intersentence Inconsistencies.
PUB DATE- 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Cognitive Processes; *Coherence; Grade 4; Grade 6; Higher Education; Intermediate Grades; Reading Achievement; *Reading Comprehension; Reading Processes; *Reading Research; *Sentence Structure
IDENTIFIERS- *Comprehension Monitoring; Error Detection; *Inconsistency

A study was conducted to determine the relationship between processing load and ability to locate text segments containing intersentence contradictions. It was hypothesized that less able readers fail to exhibit comprehension monitoring skills because most tasks overload their processing capacity. Subjects were 87 fourth and sixth grade students and 28 college students, differentiated by reading ability. Processing load was controlled by manipulating the number of sentences in which contradictory sentences were embedded. Data were acquired from computer controlled reading activities in which students played the role of detectives attempting to solve a particular crime. Each game required the student to read 10 statements, five of wnich contained inconsistencies. The statements were two, three, and six sentences long. The computer recorded whether the subject judged each statement to be consistent or inconsistent and the time spent on each statement. The results indicated that processing load had a strong impact on monitoring performance. Even the addition of a single neutral sentence produced a decrement in performance, although the two-sentence statements were processed more slowly than the longer statements. However, processing did not interact with reading ability. Less able readers performed poorly on all monitoring tasks. This poor performance was attributed to a passive reading style in which sentences were not integrated. (HTH)

ED 263 540 CS 008 219

Holdaway, Don
The Foundations of Literacy.
REPORT NO.- ISBN-0-86896-014-4
PUB DATE- 79
NOTE- 232p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cloze Procedure; Diagnostic Teaching; Early Experience; Elementary Education; Foreign Countries; *Language Processing; Language Skills; *Literacy; *Literacy Education; Preschool Education; Reading Ability; Reading Achievement; *Reading Instruction; Reading Processes; Reading Programs; Reading Readiness; Reading Skills; Reading Strategies; *Teaching Methods; *Writing Instruction; Writing Skills
IDENTIFIERS- New Zealand

Intended for teachers, this book on beginning literacy examines questions and solutions concerning literacy theories and practices. Chapter 1, "An Open Approach to Literacy," explores some assumptions about literacy and characteristics of a model for language learning. Chapter 2 presents historical viewpoints and current practices, chapter 3 discusses literacy learning before school, and chapter 4 describes the shared-book experience. Chapter 5 explores refining the developmental model of language learning, while chapter 6 deals with teaching basic strategies to children. Chapter 7 discusses integrating teaching approaches within the school, chapter 8 deals with creativity in the literacy undertaking, and chapter 9 examines developmental learning and diagnostic teaching. Chapter 10, "A New Conservatism," considers three matters interwoven in the notion of schooling: professionalism, institutional priorities, and public attitudes. Each section moves from hypothesis, through theory and testing to classroom implications and suggestions for teaching and is drawn from teaching and research done in New Zealand. Illustrations and diagrams amplify the test. Notes for each chapter are appended.

References to children's books and instructional materials are included, as well as a name index and a subject index. (EL)

ED 263 555 CS 209 347

Burress, Lee

A Rationale for Use of "Grendel" in the High School

PUB DATE- 79
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- English Curriculum; *English Instruction; Fiction; High Schools; *Literature Appreciation; *Novels; Parent Attitudes; Parent Influence
IDENTIFIERS- Beowulf; *Grendel

In providing a rationale for the use of "Grendel" in high school English classes, this paper presents explanatory material demonstrating its appropriateness, beginning with a discussion of "Grendel" as part of a course in major or contemporary works of literature. The second section of the paper illustrates the use of the novel in connection with study of the Anglo-Saxon epic "Beowulf." Objections to the novel are considered in the third section of the paper, while the fourth section contains reviews of the novel. Biographical information concerning the author, John Gardner, is provided in the fifth section of the paper, and the sixth section discusses the rights of parents concerning the school's curriculum. Finally, the seventh section of the paper is a bibliography for additional reading. (DF)

ED 263 573 CS 209 379

Grade 12 Diploma Examination, English 30. Part A: Written Response.
Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85
NOTE- 22p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings about which the student must write a personal response, and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, and/or character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

ED 263 592 CS 209 407

Skrzec, Ann Elizabeth
Writing Skills Assessment: A Campus Wide Approach.
PUB DATE- May 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Writing Centers Association East Central Conference (7th, Erie, PA, May 3-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- English Instruction; *Evaluation Methods; Higher Education; *Holistic Evaluation; *Interdisciplinary Approach; Program Administration; Program Descriptions; Program Development; Program Effectiveness; Student Evaluation; *Writing Evaluation; Writing Instruction; Writing Skills

Intended for writing instructors and content instructors who require writing in their courses, this document describes a college's writing skills assessment program and reviews the implications of a campus-wide approach to evaluating writing. The paper emohasizes that the scoring of placement and developmental English exit exams is done by the Composition Board, a group of English faculty and faculty from other academic departments that assumes responsibility for all writing assignment tasks, including designing and field testing topics, refining the evaluation criteria, and training new readers. The paper then outlines the development of the program, the reasons for selecting faculty from a variety of academic disciplines, and early decisions of the board (including those about a philosophy of competence, testing students, composition topics, evaluation criteria, and assessment procedures). Next, the paper describes the effectiveness of the Composition Board, the advantages of having placement decisions made by a multi-discipline faculty, and the limitations of the system. The appendix includes the evaluation scale for the writing assessment test. (EL)

ED 263 606 CS 209 439

Eldred, Janet M.
A Research Project for the Rhetoric/Composition Classroom.
PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwest Writing Centers Association Conference (St. Louis, MO, October 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; College English; English Instruction; Higher Education; Literature Appreciation; *Research Papers (Students); Rhetoric; *Student Projects; Teaching Methods; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Research

Because a review of the literature shows a relationship between reading and writing, a project devised for teaching college composition classes consists of five assignments, culminating with a formal research paper. Students begin the project by doing research on an essayist chosen from a list provided by the teacher. In the first assignment, students write a short process essay on how they found the general sources, list a bibliography of sources that a student might use, and compose a biobibliographical sketch of the author. The second assignment requires summaries of three essays on which students have decided to work and a statement of purpose. For the third assignment, a "directing theme," students use only the information obtained from the first assignment and from the primary source. The fourth assignment is a working bibliography of secondary sources, while the fifth assignment is a formal research paper. This five-assignment project has proven beneficial because students are working on similar projects, thus unifying the class while allowing for a wide variety of subject matter. (Examples of student writing are included.) (DF)

ED 263 621 CS 209 462

Odell, Lee
Evaluating Writing.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Feb 79
NOTE- 3p.; SLATE (Support for the Learning and Teaching of English) Newsletter, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; *Evaluation Utilization; Guidelines; *Outcomes of Education; Teacher Role; *Writing Evaluation; Writing Instruction

One of a series dealing with current issues affecting language arts instruction, this paper focuses on writing evaluations. The paper begins by noting that any practical discussion of the evaluation of writing must address the question of how to obtain reliable, informative judgments about students' writing. The paper then discusses the purposes for evaluating writing: to find out what students need to do in order to become better writers, to make predictions about students' chances of doing well in subsequent writing courses, and to find out how well students are doing currently. This is followed by a discussion of what teachers expect of student writers, and what kinds of skills they want the students to develop. The paper concludes with a list of six basic requirements for an evaluation of writing: (1) provide students with writing tasks; (2) ask readers to make judgments about the quality of students' writing; (3) demonstrate that these judgments are reliable; (4) examine more than one piece of writing; (5) remember that the schools' primary obligation is to improve student writing, not merely to evaluate it; and (6) develop a good program for teaching writing. (HOD)

ED 263 636 CS 505 101

Smith, John Kares
Teaching Advance Public Speaking: A Challenge or a Casualty of the "Back-to-Basics" Movement.
PUB DATE- 10 Nov 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advanced Courses; *College Curriculum; *Course Content; *Educational Needs; Higher Education; Public Speaking; Rhetoric; *Speech Communication; *Speech Curriculum; Speech Instruction; Student Research

While there is a need for basic oral competence, speech communication programs should provide more sophisticated training in public eloquence. Such an advanced course should first be genre-centered instead of interaction centered. Instead of emphasizing the audience-speaker interaction, the course should center on the creation, analysis, and evaluation of rhetorical genres, such as the epideictic oration, the "apologia," the forensic disputation, the television spot, or the heckling debate. Second, the advanced course should include a critical as opposed to a behavioral focus, emphasizing the development of sensitivities to critical dimensions of discourse: the possibilities of rhetorical invention, enthymematic arguments, ethical and pathetic proofs, the use of the topoi, rhetorical disposition, fantasy themes, and rhetorical myths imbedded in public address. Third, an advanced course should be research oriented. Research projects should include systematically observing communication in natural environments, with students reporting on the structural context they observed, the communicative participants, the research question being tested by the observation, the method used to collect the data, the observation itself, and the conclusions. (HTH)

ED 263 651 CS 505 146

Friedley, Sheryl A.; Manchester, Bruce B.
Male/Female Levels of Participation in Regional and National Individual Events Tournaments.
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Research; Comparative Analysis; *Competition; *Debate; *Females; *Males; Persuasive Discourse; *Sex Differences
IDENTIFIERS- Debate Tournaments; *Individual Events (Forensics)

A study was conducted to (1) describe the male/female participation and success in regional and national forensic individual events tournament competition, and (2) identify areas of gender-based inequity from these data. Letters requesting 1984-85 tournament results were sent to 44 individual events tournament directors, of which 20 were sufficient for accurate tabulation. Participants' sex and male/female distribution ratios for both preliminary and elimination rounds of competition were determined. Of the 5,325 participants from 20 regional individual events tournaments competing in 10 national events, 52% were male and 48% were female. Of the participants advancing to the final rounds in the 10 national events, 55% were male and 45% were female. The results indicated that while the forensic community perceives original speaking events and limited preparation events as reflecting a slight male dominance, there is in fact a slight male dominance in the former but a distinct male dominance in the latter at both regional and national levels. The results also indicated a slight male dominance in participation and success that ranges from "moderate (55% male, 45% female) in final rounds at regional tournaments to "overwhelming" (63% male, 37% female) in final rounds of national competition. (HTH)

ED 263 665 EA 018 052

Clark, Sally N.; Clark, Donald C.

Staff Development at the Middle Level School.

PUB DATE- Jan 85
NOTE- 14p.; Paper presented at the Annual Conference of the National Association of Secondary School Principals (69th, New Orleans, LA, January 25-29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Administration; Educational Assessment; Educational Objectives; *Educational Planning; *Inservice Education; Intermediate Grades; Junior High Schools; Leadership; *Preadolescents; Principals; Program Development; *Staff Development; Staff Orientation

Middle level schools have special needs because of the characteristics of the age group served. Staff development is crucial for middle schools. Its purposes and major planning components are presented in this paper. Most mid-level educators were prepared for elementary or high school teaching and have a limited knowledge of early adolescent needs. A good staff development program can develop the skills necessary to build a staff dedicated and committed to meeting pre-adolescent students' needs. The primary emphasis of successful programs should be to change teacher's attitudes and behavior. The hierarchy of staff development purposes has four levels; awareness, skill development (existing programs), new program development, and skill development (new programs). Using this hierarchy of purposes can help programs in developing planning and implementation. Once a purpose is established the plan is developed by: determining needs, planning, implementation, and evaluation. Needs are determined by assessing faculty, student profiles, and parent/community data. Planning determines who is to be involved and used as consultants and resources, and establishes goals and objectives. When implementing the plan it is important to personalize the program to the needs of teachers. The final step, evaluation, uses a variety of techniques to gather data. These include questionnaires, observation, interviews, and student achievement data. The principal's leadership is key to the success of staff development programing. (MD)

ED 263 679 EA 018 075

An Agenda for Excellence at the Middle Level. A Statement by NASSP's Council on Middle Level Education.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- 85
NOTE- 26p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, P.O. Box 3250, Reston, VA 22090 (Order Number 2108509; $4.00 plus $1.00 shipping and handling; quantity discounts; orders of $15.00 or less must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum; Educational Environment; *Educational Improvement; Educational Planning; Educational Principles; *Educational Quality; Educational Technology; Elementary Secondary Education; Guidelines; Instructional Improvement; *Middle Schools; Program Effectiveness; *School Effectiveness; School Organization; Teacher Improvement; Values

To help young adolescents reach their potential, middle schools must provide high quality intellectual climates that foster the development of adaptive skills which students can use throughout their lives. Accordingly, practical advice is presented for 12 interrelated dimensions of schooling at the middle level that merit the highest priority attention: (1) core values, (2) culture and climate, (3) student development, (4) curriculum, (5) learning and instruction, (6) school organization, (7) technology, (8) teachers, (9) transition (from elementary to high school), (10) principals, (11) connections (to the community), and (12) client centeredness. Each of these dimensions is taken up in a separate section, and each section begins with a brief statement of what is necessary for excellence in the particular area discussed, followed by a list of suggestions for achieving these goals. (TE)

ED 263 693 EA 018 234

Fauske, Janice R.; Ogawa, Rodney T.
How a Faculty Made Sense of the Impending Succession of Its Principal. Revised.
PUB DATE- 85
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). For a later version, see EA 018 041.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; Case Studies; Elementary Schools; Elementary Secondary Education; Interviews; *Organizational Change; Organizational Climate; *Organizational Theories; *Principals; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Morale; Teacher Supervision
IDENTIFIERS- *Gephart (R)

This study sought to describe how an elementary school faculty made sense of the impending succession of its principal, and to extend Gephart's effort to develop a grounded theory of leader succession by examining an unforced succession in an organization whose members exerted little if any influence on the selection process. On the basis of interview and observational data, four prevailing norms were identified: a strong sense of order, the instructional isolation of teachers, the lack of personal contact and support for teachers, and the importance of expectations. Findings confirmed Gephart's thesis that the faculty degraded the status of its departing principal, but this status degradation was based on an interaction of professional and organizational norms rather than solely on organizational norms. The conclusion suggests that Gephart's theory of succession would have to be adjusted to accommodate the influence of sources of norms external to the organization. References are included. (Author/TE)

ED 263 299 AA 001 145

What Works. Research about Teaching and Learning.
Department of Education, Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 90p.; Foreword by William J. Bennett, Secretary of Education. Introduction by Chester E. Finn, Jr., Assistant Secretary for Research and Improvement.
AVAILABLE FROM- Consumer Information Center, Pueblo, CO 81009 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Back to Basics; Classroom Techniques; *Core Curriculum; Educational Improvement; Educational Practices; Educational Principles; *Educational Research; Elementary Secondary Education; Family Role; *Family School Relationship; Instructional Design; *Instructional Improvement; Learning Processes; Learning Strategies; Parent Influence; School Effectiveness; Teacher Effectiveness; *Teaching Methods
IDENTIFIERS- *Excellence in Education; Instructional Effectiveness

Educational research studies conducted in recent years are distilled into 41 significant findings or conclusions that can be used as a practical guide for parents and teachers seeking those educational practices found to be most effective in helping children to learn. The 41 findings are displayed one to a page. Each page is organized into three parts: (1) the "research finding," stated succinctly; (2) several paragraphs of "comment" elaborating on the finding; and (3) "references" to the major educational research studies that support the finding. The findings cover such topics as: reading to children, counting, early writing, developing talent, getting parents involved, phonics, science experiments, managing classroom time, tutoring, memorization, homework, school climate, discipline, effective principals, cultural literacy, foreign language, rigorous courses, extracurricular activities, and preparation for work. The 41 findings are grouped under three major headings: Home (8 topics), Classroom (19 topics), and School (14 topics). This handbook represents a concerted effort to demonstrate that the educational process is susceptible to being understood and that research can reveal practical concepts that will improve that process. It is an attempt to supply clear, accurate, reliable, and non-controversial information to parents and educators on some of the most important everyday educational questions. (WTB)

ED 263 328 CE 042 785

Love, Linda J.
Learning Together: A Handbook for Teaching Adults with Learning Disabilities.
Malaspina Coll., Nanaimo (British Columbia).
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
PUB DATE- 85
NOTE- 92p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Failure; *Adults; Cognitive Style; Diagnostic Teaching; Educational Diagnosis; Educational Needs; *Educational Resources; Exceptional Persons; Guidelines; Learning Activities; *Learning Disabilities; Learning Modalities; Learning Processes; *Learning Strategies; Postsecondary Education; Services; *Teaching Methods; Vocational Education
IDENTIFIERS- *British Columbia

This handbook addresses the needs of postsecondary instructors who work with students with learning disabilities. The information in the handbook is gathered from sources throughout Canada and the United States. It is intended to lead instructors toward a greater understanding of the educational needs of students with learning disabilities. The handbook is divided into three sections, followed by a bibliography. Section 1 helps the instructor better understand students with learning disabilities and introduces some of the problems faced by adults with learning disabilites. These problems are illustrated by four case histories. Section 2 provides support suggestions and takes the instructor through the steps of identifying problems and helping students who have learning disabilities cope with postsecondary classes and instructors, and is followed by a five-page bibliography of resources grouped by subject. (KC)

Strategies for Recruitment and Retention of Minority Students in Michigan Vocational Education Programs.

CRW Associates, Inc., Detroit, MI.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Vocational-Technical Education Service.
PUB DATE- 85
NOTE- 96p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Dropout Prevention; Educational Attitudes; Educational Policy; Educational Strategies; Emerging Occupations; Enrollment; Enrollment Trends; Equal Education; *Minority Groups; Outreach Programs; Policy Formation; Postsecondary Education; Public Relations; Questionnaires; Records (Forms); School Districts; *School Holding Power; Secondary Education; *Statewide Planning; *Student Recruitment; Surveys; *Vocational Education
IDENTIFIERS- *Michigan

This manual provides step-by-step strategies and materials for recruiting and retaining minority students in secondary and postsecondary vocational education programs. Particular emphasis is placed on recruiting for training, education, and placement in high-growth, emerging occupations and on providing equal access to all vocational and technical programs. Addressed in the individual chapters are the following topics: assessment of Michigan minority student vocational education enrollments, a model for independent local school assessments, procedures for devising recruitment and retention plans, strategies for addressing image problems and interfacing with minority communities, and statewide policy recommendations. Appendixes to the guide include a bibliography, forms for independent school assessment (student, counselor, teacher, staff, and parent and community surveys), and various minority profiles on educational attitudes (Arabic speakers, Blacks, Mexican Americans, Native Americans, and Vietnamese persons). (MN)

ED 263 357 CE 042 848

Special Project: Data Base for Millmen and Cabinetmaker Curriculum.
Final Report for Phase I.

Oregon Alliance for Program Improvement, Corvallis.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE- 84

NOTE- 196p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Apprenticeships; *Cabinetmaking; Carpentry; *Course Content; *Curriculum Development; Industrial Arts; Learning Activities; Occupational Information; Postsecondary Education; *State Curriculum Guides; *Task Analysis

IDENTIFIERS- *Oregon

This project was conducted to develop an apprentice-related training curriculum for cabinetmakers and millmen in Oregon. During the project, a task inventory for the occupation of cabinetmaker/millman was produced, the components of a complete four-year related training program were identified, a nationwide search for existing instructional material related to the occupations was conducted, the usability of the available materials was assessed, and recommendations for what could be used in a curriculum and what had to be created were made. A steering committee was used to provide direction and evaluation, and the task inventory produced was verified by industry personnel in Oregon. A course outline was developed for the total program, broken down into segments of instruction, and approved by the steering committee; a resource was provided for each instructional item on the course outline. A final report was produced which provides an instructional base for supporting a complete related training program. Extensive appendixes to the report include the following: request and proof of need for curriculum, background material on task inventory, survey sample sheet, survey results, employer interview, states' outlines, contacts and addresses, and materials used and/or produced for the project. (KC)

ED 263 371 CE 042 875

Metzger, Patricia

Measuring Blood Pressure--A Demonstration for Practical Nurses.

Hawaii Univ., Manoa. Western Curriculum Coordination Center.

PUB DATE- Oct 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; *Classroom Techniques; Community Colleges; Educational Resources; Instructional Materials; Lesson Plans; *Nursing Education; Postsecondary Education; Teaching Methods; Transparencies; Two Year Colleges; Workshops
IDENTIFIERS- *Blood Pressure

This lesson plan is designed for use in a 50-minute class to teach practical nursing students to measure blood pressure. The lesson is part of a course on practical nursing. The lesson plan contains references, a list of equipment needed, objectives, and the presentation. The presentation consists of an outline of instruction coordinated with methods of instruction, audiovisual aids, and the amount of time to be spent on each element. Transparency masters and student handouts are included. Topics covered in the lesson are the following: defining blood pressure, identifying factors that may influence blood pressure, using the equipment needed for taking blood pressures, and taking blood pressures. (KC)

Marantz, Kenneth, Ed.
Picture Book Design Conference: From Conception to Consumption. Proceedings (Columbus, Ohio, May 18-19, 1984).

Ohio State Univ., Columbus. Dept. of Art Education.
PUB DATE- May 84
NOTE- 98p.
AVAILABLE FROM- Department of Art Education, Ohio State University, 340 Hopkins Hall, 128 North Oval Mall, Columbus, OH 43210 ($7.00, shipping included; $5.00 each, 5 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Art; Childrens Literature; Design; *Design Preferences; *Illustrations; Layout (Publications); *Picture Books; Publications; Publishing Industry; *Technical Illustration

Focusing on the various problems involved in designing and producing a picturebook, this document consists of opening remarks by Kenneth Morantz; a discussion of design in the context of publishing, by editor Stephen Roxburgh; a discussion of what separates children's book publishing from the rest of the trade as well as what contributes to the success or failure of some of the books, by publisher and editor David Godine; an exploration of the art work and graphics of picture books, by art director Ava Weiss and author-illustrator Vera Williams; a description of some steps in the making of a picturebook, by author-illustrator Leonard Everett Fisher; a personal account of writing and illustrating children's books, by author-illustrator Irene Haas; and a discussion (including questions and answers) of the illustrations from "The Amazing Garden," a book for the general reader about the brain, by author-illustrator David Macaulay. The document concludes with questions from the floor and answers by the presenters. (EL)

ED 263 574 CS 209 380

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Readings Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85
NOTE- 26p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 10 short reading selections taken from fiction, nonfiction, poetry and drama, including the following: "At the Age at Which Mozart Was Dead Already" (Ellen Goodman); "Embassy" (W. H. Auden); an excerpt from "Julia" (Lillian Hellman); "Girl and Horse, 1928" (Margaret Atwood); an excerpt from "Antony and Cleopatra" (William Shakespeare); "That Yellow Prairie Sky" (Robert Kroetsch); "Three Cheers for the Snail Darter" (James L. Buckley); "David" (Josephine Miles); "Springtime" (Claire Martin); and "Marrying Absurd" (Joan Didion). (EL)

ED 263 314 CE 042 756

Goldstein, Harold; Fraser, Bryna Shore
Training for Work in the Computer Age: How Workers Who Use Computers Get Their Training.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- RR-85-09
PUB DATE- Jun 85
NOTE- 116p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computers; *Computer Science Education; Dislocated Workers; *Educational Needs; Educational Opportunities; *Educational Policy; Educational Practices; Employment Practices; Futures (of Society); *Industrial Training; Interviews; Job Skills; *Job Training; National Surveys; Needs Assessment; On the Job Training; *Policy Formation; Postsecondary Education; Retraining; School Business Relationship; School Role; Secondary Education; Skill Development

Data were collected on the training required by people who work with computers, and these data were then used as a basis from which to identify major issues that must be addressed by policymakers concerned with developing computer education and training programs. A total of 196 employers, supervisors, workers, professional societies, unions, schools, training institutions, and computer manufacturers were interviewed to determine what type of training is needed and what type is actually being provided for workers in various occupations. As a result of these interviews, the researchers identified a number of policy issues pertaining to the following areas: the role of schools in computer education, provision of retraining for displaced workers, delivery of training by vendors, choices open to individuals in need of computer education and training, and projected training needs for the future. (This study includes descriptions of 75 occupations requiring computer training and a statistical appendix that compares various bodies of statistics on employment in various computer-using occupations, as well as a six-page list of references.) (MN)

ED 263 386 CE 042 903

Comprehensive Business Technology Curriculum.

Connecticut State Dept. of Education, Hartford. Bureau of Vocational Program Planning and Development.

PUB DATE- 85
NOTE- 97p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; Behavioral Objectives; Business Communication; *Business Education; Business Skills; *Course Content; *Course Organization; Educational Resources; *Elective Courses; High Schools; *State Curriculum Guides; Units of Study
IDENTIFIERS- *Connecticut

This curriculum is designed to provide elective courses in business for academic track high school students in Connecticut. The guide is organized in three sections. The first section introduces the concept of business education for nonvocational students, lists the objectives of the courses, describes the course structure, explains the idea of contract grading, and provides suggestions for audiovisual and software resources. The second section of the guide is an outline of the comprehensive business technology first-year curriculum. It contains units on the following topics: keyboarding, management, economics, communications, notetaking, accounting, information processing concepts, machine transcription, applying for a job, records management, automated equipment/software applications, and individualized special projects. The final section of the guide contains the curriculum for the second year of the program. Topics covered in this section are management, accounting, economics, keyboarding applications, advanced information concepts, advanced information applications, business law, personal finance, and communications. Each unit contains objectives, an outline of content, and a suggested time allotment. A list of materials and equipment is provided for each topic. (KC)

ED 263 400 CE 042 927

Schaefer, Dennis P.
Overcoming Barriers to Workers' Education. Topic Paper No. 2.
Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 19p.; For related topic papers, see CE 042 926-930.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Admissions Counseling; Adult Education; Adult Students; Case Studies; *Counseling Techniques; *Educational Counseling; Educational Needs; Family Programs; Guidelines; Individual Needs; Information Dissemination; *Labor Education; *Post High School Guidance; Postsecondary Education; Stereotypes; Student Financial Aid; Student Motivation; Student Recruitment; Time Management; Unions

This booklet is intended to assist union representatives at plants in counseling workers who want to pursue college studies. Presented first is a hypothetical case study of a 37-year-old printer who would like to attend college at night but who is beset with time, family, and money problems. The remainder of the booklet consists of guidelines and strategies for union representatives to use in helping their co-workers to address similar educational barriers, specifically: inadequate information about educational opportunites and negotiated education benefits, lack of time to pursue an education, insufficient funds for tuition and supplies, internal family conflicts resulting from the time and financial constraints imposed by the worker's continuing education plans, pressures from stereotyping by friends and family, and the need for an objective resource person to serve in an advisory or supportive capacity. (MN)

ED 263 414   CE 042 961

Black Perspectives on FE Provision. A Summary Document. Further Education Unit.

Further Education Unit, London (England).

REPORT NO.- ISBN-0-946469-84-9
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Black Attitudes; Blacks; *Community Attitudes; Economically Disadvantaged; Foreign Countries; *Postsecondary Education; Vocational Education
IDENTIFIERS- *Asians; *Great Britain

This summary report provides information on two surveys of views of the local black communities and Further Education (FE) teachers regarding FE provision. Part I offers background. Part II highlights these common themes: (1) the context is one of a black population exposed to acute economic and social disadvantage; (2) a serious information gap exists between colleges and communities, and this constitutes for many black people the major barrier to FE; (3) evidence of discrimination is apparent in mainstream vocational FE provision; (4) a strong interest is evident in education, not for leisure, but for improvement of work opportunities and life chances; and (5) the way forward may be to create a better understanding of the nature of FE with intensive and relevant marketing. Part III summarizes the project in South London, Part IV, the project in Bradford. Each part describes the project base, sample, and methods. Findings from the South London project are that (1) respondents wanted academic qualifications from post-school education and (2) barriers were lack of information and lack of required qualifications. Findings from the Bradford project are: an ambivalent relationship between the college and the Asian communities, an FE system that is not well understood, and disproportionate distribution of Asian students by subject. (YLB)

ED 263 429 CE 042 977

Math on the Job. Tractor-Trailer Driver.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; *Work Environment
IDENTIFIERS- *Tractor Trailer Drivers; Truck Drivers

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of tractor-trailer drivers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a tractor-trailer driver with which the student is likely to be familiar. The next two sections deal with the work environment of the typical tractor-trailer driver and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by tractor-trailer drivers are provided. Various suggestions are listed for students interested in further exploring the occupation of tractor-trailer driver. A glossary and answer sheet conclude the booklet. (KC)

ED 263 444 CE 042 992

Math on the Job. Nurse Aide/Assistant.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 27p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Allied Health Occupations Education; *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Learning Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Nurses Aides; Secondary Education; Special Education; Vocabulary; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of nurse aides/assistants and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a nurse aide/assistant with which the student is likely to be familiar. The next two sections deal with the work environment of the typical nurse aide/assistant and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by nurse aides/assistants are provided. Various suggestions are listed for students interested in further exploring the occupation of nurse aide/assistant. A glossary and answer sheet conclude the booklet. (YLB)

ED 263 457 CG 018 613

Drug Abuse in the Military. Hearing before the Subcommittee on Children, Family, Drugs and Alcoholism of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, First Session on Reviewing the Problem of Drug Abuse in the Military.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-180
PUB DATE- 27 Jun 85
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Alcoholism; *Drug Abuse; Health Education; Hearings; *Identification; *Illegal Drug Use; Incidence; *Military Personnel; *Prevention
IDENTIFIERS- Congress 99th

This document contains transcripts of testimonies and prepared statements from the Congressional hearing called to examine the effects of illicit drug use and alcoholism on military personnel. Following statements by Senators Hawkins, Grassley, and Kerry, testimonies from representatives of the Army, Navy, Marines, Air Force, and Coast Guard are provided. The statements focus on the high incidence of drug use in all branches of the military; the need for prevention efforts for personnel stationed in Europe; the need for primary prevention to promote healthy life styles; descriptions of methods of identifying abusers; and descriptions of existing programs which are concerned with drug abusers and drug abuse prevention. (MCF)

ED 263 471 CG 018 627

Starlin, Clay M.
Love and Fear (A Look at Describing, Monitoring and Teaching Affective Behavior). Iowa Monograph.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- 85
NOTE- 101p.; Funding was provided under Project Iowa.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Affective Behavior; *Affective Objectives; Attitude Change; *Behavior Change; *Change Strategies; Emotional Response; *Fear; Interpersonal Relationship; *Psychological Patterns

This monograph examines the emotions of love and fear and proposes that an individual's understanding of his loving and fearful responses is fundamental to his interactions with himself and with others. This guide is designed to facilitate such understanding. A definition of love is provided in chapter I and fear is explored in chapter II. Chapter III provides descriptions of loving and unloving (fear-based) behaviors, suggesting that these descriptions constitute a first step in changing behavior. In this chapter, feelings of fear are matched with possible behavioral and physiological effects. Desired behaviors, those which individuals may wish to increase, are paired with corresponding undesired behaviors which they may wish to decrease. A table is included which lists behavior pairs related to love and fear. In chapter IV, suggestions are given for how to monitor loving and unloving behavior. Various techniques are described for counting behaviors; charts are provided for recording behaviors on a daily, weekly, monthly, and yearly basis; and a formula is given for computing behavior frequency. Chapter V focuses on learning how to acquire new behaviors and change existing behaviors to become more loving. Four elements of learning are discussed and then incorporated into a description and planning sheet for behavior change. Both blank and completed description and planning sheets are provided. A brief conclusion section is followed by a list of references. (NRB)

ED 263 485 CG 018 642

Evans, Nancy J.

Career Development Issues Facing Women in Student Affairs Administration.

PUB DATE- 27 Mar 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *Age Differences; *Career Development; *College Administration; *Developmental Stages; *Employed Women; *Family Status; Females; Higher Education; Marital Status; Role Perception

As more women pursue professional careers, studies that examine the role of work in the development of women's identity are needed. To explore the developmental issues of women administrators in higher education, selected data were examined from a comprehensive study of 270 women in educational administration. Interviews related to career development issues were conducted with 25 women administrators in higher education in Indiana. Results from the 24 interviews which had been transcribed and rated revealed that, although no one career pattern could be identified among the women, careers played a very important role in their lives. The establishment and maintenance of careers were influenced by both internal and external factors. One striking characteristic of the women interviewed was their lack of clear career goals. An examination of differences related to age and to family status revealed that younger women and women who had never married were more likely to exhibit continuous work patterns and to have worked totally in higher education settings while married women, especially those with children, were more likely to have had discontinuous work patterns, greater role strain, careers influenced by their husbands' career decisions, and more varied work histories than did single women. The findings suggest that life stages can be identified within the careers of professional women and that these stages seem to be related more to internal processes than to external roles. (NRB)

ED 263 499 CG 018 656

Eisen, Marvin; Zellman, Gail L.

Health Belief Model-Based Changes in Sexual Knowledge, Attitudes and Behavior.

SPONS. AGENCY- Texas Univ., Austin. Research Inst.

PUB DATE- Aug 84

NOTE- 23p.; Paper presented as part of the symposium "A Health Belief Model Approach to Improving Adolescent Fertility Control" at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related documents, see ED 256 970 and CG 018 639.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Attitude Change; *Behavior Change; *Contraception; Intervention; Pregnancy; *Program Effectiveness; Sex Education; *Sexuality

IDENTIFIERS- *Health Belief Model

A Health Belief Model (HBM) based educational intervention intended to increase adolescents' fertility control through abstinence or effective contraceptive usage was implemented and evaluated by pre-intervention interviews with 203 adolescents and post-intervention interviews with 146 adolescents. Participants' sexuality-related knowledge and attitudes were assessed 1 to 7 days before the program, on the day immediately after the program, and 3 to 6 months after completion of the program. Evaluation instruments tapped the four major perceptual components of the HBM: susceptibility to pregnancy, seriousness of pregnancy, interpersonal benefits of contraceptive usage, and barriers to contraceptive usage. Comparisons of pre- and posttest data revealed that the HBM intervention produced modest, but statistically significant changes in the health belief perceptions of participants and produced substantial changes in sexuality and contraceptive knowledge. There were also modest, but statistically significant increases in reported contraceptive usage following the program. Most importantly from a HBM perspective, the findings demonstrated substantial relationships between some health beliefs, sexual knowledge, and subsequent contraceptive usage for those adolescents who were or became sexually active following the program. (NRB)

ED 263 513 CG 018 670

Dean, Raymond S.; Gray, Jeffrey W.

Implications of Neuropsychological Research for School Psychology.

PUB DATE- Aug 85

NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Abstract Reasoning; Adults; *Cerebral Dominance; *Cognitive Processes; Cognitive Style; *Learning Strategies; Neurological Impairments; *Neurological Organization; Prose; *Verbal Learning

IDENTIFIERS- *Concreteness (Language)

Research has suggested that the two hemispheres of the brain serve specialized functions, with the most recent studies portraying the left hemisphere as processing information in a linear, serial, or sequential manner and the right hemisphere as processing information in a holistic, concrete, or visual mode. Although few systematic studies have attempted to integrate cognitive and neurological points of view, Paivio's (1971) portrayal of two distinct, yet interactive memory systems may be consistent with established hemispheric differences in functioning found in the human brain. Research examining the learning of individual words supports this dual processing theory. To extend this research, the degree to which the concreteness of prose materials would interact with a learner's hemispheric processing was investigated in 96 normal adult learners. Subjects were assigned to a control, imagery instructed, or hemispheric interference condition and were auditorily presented an abstract and a concrete expository passage. A second study examined this bimodal/dual processing integration with normals and with neurologically impaired learners. Results from these two studies suggest that while both hemispheres were efficient at learning concrete verbal material, the left hemisphere was better at processing abstract verbal information. These results can be interpreted as favoring a dual processing theory which operates along hemispheric lines. It can be further hypothesized that difficulties in the recall of text information may relate in part to difficulties in the integration of visual and verbal coding strategies. (Author/NRB)

ED 263 527 CS 008 199

Strong, Charlotte
The Dynamics of Cueing Strategy Usage in Grades Two through Four. SESA Project Report.
PUB DATE- Dec 84
NOTE- 31p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Cognitive Processes; *Context Clues; Grade 2; Grade 3; Grade 4; *Miscue Analysis; *Oral Reading; Primary Education; Reading Improvement; *Reading Processes; *Reading Research; *Reading Strategies

To discover the strategies good and poor readers employ at grades two, three, and four, a case study focused on the oral reading of four students (two good readers and two poor readers) in their second, third, and fourth grade years. Data were examined and interpreted. All four children either increased their ability to make use of cuing systems (graphic, phonic, syntactic, and semantic) during their primary school years or maintained an already high level. Implications of the study are that students must master word identification skills and that the teaching of phonics can be beneficial to students. Finally, although the importance of visual information to a good reader's processing of reading material is high, the role of context related clues becomes more important during the late primary years. (Charts for each child accompany the text, and an appendix describes a scoring system for miscue analysis.) (DF)

ED 263 541   CS 008 223

Rye, James
Cloze Procedure and the Teaching of Reading.
REPORT NO.- ISBN-0-435-10781-X
PUB DATE- 82
NOTE- 120p.; Originally published in Great Britain.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($8.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cloze Procedure; Context Clues; Elementary Education; Readability; Reading Achievement; *Reading Comprehension; *Reading Diagnosis; *Reading Improvement; *Reading Instruction; Reading Skills; Reading Tests

By examining the full range of uses of the cloze procedure, this book intends to help teachers use the procedure to better understand the reading behavior of their students and to assist their students in making reading progress. Chapter 1 defines the cloze procedure and discusses the similarities and differences in reading processes when using and when not using the procedure. Chapters 2 and 3 consider how the interaction between the reader and the cloze passage can be used to gauge the readability of books and the reading ability of the child. Chapter 4 discusses using the cloze procedure to help children improve their reading ability, while chapter 5 concentrates on factors determining the difficulty of deletions. The final two chapters explore using cloze to understand reading, to test, and to develop reading skills by examining both specific reading problems that cloze can reveal and the use of cloze in a variety of subject areas. An example of a t-test for evaluating the differences between two sets of scores obtained from the same group of people, a glossary, and a bibliography are appended. (EL)

Perera, Katharine
Grammatical Differentiation between Speech and Writing in Children Aged 8 to 12.
PUB DATE- 85
NOTE- 32p.; Paper presented at the Annual Meeting of the International Writing Convention (Norwich, England, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Comparative Analysis; Elementary Education; Foreign Countries; Grammar; *Language Acquisition; *Language Research; *Language Usage; *Oral Language; Sentence Structure; *Written Language
IDENTIFIERS- *Speaking Writing Relationship; Wales

Data from a language development project at the Polytechnic of Wales were used to compare the speech and writing of 48 monolingual English-speaking children. The 48 children came from three groups, aged 8, 10, and 12. For the collection of spoken data, the children, divided into groups of three, were tape recorded while they made a construction out of Lego bricks. They were then interviewed individually and asked to describe what they had made and to talk about other games they played. For the writing task, the children had to write about the Lego construction they had built. The spoken data yielded eight different oral constructions--all of which occur in the spontaneous speech of adults: the clause initiator, "well"; the use of "this" and "these" for specific indefinite reference; the recapitulatory pronoun; colloquial uses of "like," "sort of," and "kind of"; the tag statement; and amplificatory noun phrase tag. All of the constructions, apart from the recapitulatory pronoun, showed an increase from age 8 to 10. Interestingly, many children learned to avoid specifically oral constructions in their writing by about the age of ten, and some had begun to use specific literary constructions in their writing that did not occur in their spontaneous speech. (HOD)

ED 263 607 CS 209 440

Sedgwick, Ellery
Using Expressive Writing to Teach the Reading of Literature.
PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *English Instruction; Higher Education; *Literary Criticism; *Literature Appreciation; Reading Comprehension; *Teaching Methods; *Writing (Composition); Writing Processes; Writing Research
IDENTIFIERS- *Expressive Writing

Traditional methods of studying literature have included making assignments, having class discussions of the texts, and then assigning students to write about them. However, based on the concept that reading literature is a form of composing and that aspects of the process model for teaching writing can be applied to teaching literature, the inclusion of expressive/speculative writing could be a method of allowing students to invent, develop, and revise their responses to literary texts in the process of reading. This would simply require strategic intervention on the part of the teacher during the students' reading, to provide feedback and encouragement. Among the benefits of such an approach are that it would give students practice in applying strategies for reading literature and allow teachers to identify causes of poor reading. Basic strategies for encouraging students to use expressive writing include writing in response to a prepared or doctored text, writing in response to works read aloud in class, and writing in response to works read outside the classroom. Expressing their responses in writing will help students to become more effective in formulating their own interpretations as they read literature. (DF)

ED 263 622 CS 209 463

Tuttle, Frederick B., Jr.
Providing for the Intellectually Gifted.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Oct 79
NOTE- 3p.; SLATE (Support for the Learning and Teaching of English) Newsletter, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Academically Gifted; *Curriculum Development; Definitions; *Educational Needs; Elementary Secondary Education; Evaluation Criteria; *Gifted; Individualized Instruction; Student Evaluation; Student Needs; *Talent Identification

One of a series dealing with current issues affecting language arts instruction, this paper focuses on providing for the intellectually gifted. It begins by observing that procedures identifying the gifted as those with "A" averages may actually ignore the gifted individual who has an extremely high IQ but only a "C" average. This is followed by a discussion of the various characteristics of gifted and talented individuals (curious, divergent, critical of self and others, persistent in pursuit of goals, sensitive to injustices, and perceptive of unusual relationships), noting that few of these characteristics are fostered in classrooms or tested by standardized instruments. The paper concludes with guidelines, summarized as strategies for action, that schools and teachers can follow as they design and implement programs related to the education of the gifted. (HOD)

Sylvester, Nancy
Serving as National Parliamentarian: Out of the Classroom and into the Convention Hall.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conferences; Consultants; Meetings; *Parliamentary Procedures; *Professional Associations; *Professional Personnel; *Professional Services; Speech Communication
IDENTIFIERS- *Parliamentarians

The responsibilities of serving as a certified, national parliamentarian are both time-consuming and rewarding, and include three areas: national conventions, board meetings, and being "on call." Careful organization of all pertinent documents and preparation are essential to success for the convention parliamentarian, who also serves as support for the organization's president. Sitting in on organizational board meetings mainly involves ensuring that the board follows proper procedures, while being "on call" involves preparing materials for meetings, giving advice, and solving unexpected problems. All three areas provide challenges, as does establishing a fee structure. However, although it requires a great deal of time and energy, this second profession can prove to be a lucrative and interesting addition to the speech professional. (DF)

ED 263 652 EA 018 012

Purkey, Stewart C.; Degen, Susan
Beyond Effective Schools to Good Schools: Some First Steps.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 9p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, College of Education, University of Oregon, Eugene, OR 97403 ($.35).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; *Educational Improvement; Elementary Secondary Education; *Institutional Characteristics; *Institutional Environment; School Effectiveness; Teacher Administrator Relationship

Research indicates that the characteristics of schools can affect student performance. School improvement reforms depend on the involvement of individual teachers and administrators, but research also suggests that individuals are more likely to commit themselves to change when a positive, supportive change environment pervades the entire organization. The good school can be characterized as one that follows processes identified as conducive to school improvement. In addition to exhibiting the high standardized test scores typical of effective schools, good schools exhibit high student performance in behavioral, vocational, and cognitive areas, and serve all students equitably. Quickly implemented characteristics typical of good schools include school site management, strong leadership, staff stability, curricular articulation and organization, schoolwide staff development, parental and community involvement, schoolwide recognition of academic success, maximization of learning time, and district support of change. More slowly implemented characteristics include collaborative planning and collegial relationships, a sense of community, the sharing of goals and high expectations, and order and discipline. First steps in a change program should involve communicating fully with the staff, placing staff representatives in leadership roles, reviewing the school climate, and developing a workable change program based on clear goals. (PGD)

ED 263 666 EA 018 060

Improving Pupil Attendance: A Handbook for Administrators and Attendance Personnel.

New York State Education Dept., Albany. Bureau of Pupil Services.

PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attendance; *Attendance Officers; Attendance Patterns; *Attendance Records; Elementary Secondary Education; Guidelines; Program Development; Program Implementation; *Pupil Personnel Services; *School Attendance Legislation; State Standards; Truancy
IDENTIFIERS- *New York

This handbook provides guidance to school administrators in setting up an effective school attendance system. After brief introductory sections on the importance of good attendance and on how to recognize whether excessive pupil absences are a problem, the third section discusses how to organize the attendance services: outlining objectives; appointing an attendance teacher to organize, direct, and carry out the attendance program; coordinating attendance with other pupil personnel services, and setting up a referral process. The fourth section then presents a model program that provides for reporting of absences, screening of absentee lists, follow-up, referrals, publicity and public relations, teacher orientation, and prevention. Suggested activities are also included in the model program. The fifth section covers the following special topics: (1) legal considerations regarding school district residency and educational entitlement, temporary residence in an institution including hospitals, residence in foster homes, children living in "free family homes"; (2) New York State mandates on length of school day and year, last day of school, employment certificates, attendance, and grading; and (3) other attendance questions and answers. (TE)

ED 263 680 EA 018 076

Parker, James C.
Career Ladder/Master Teacher Programs: Implications for Principals.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- 85
NOTE- 53p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, P.O. Box 3250, Reston, VA 22090 (Order Number 2108510; $5.00 plus $3.00 shipping and handling; quantity discounts; orders of $15.00 or less must be prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Ladders; *Differentiated Staffs; Elementary Secondary Education; *Master Teachers; *Merit Pay; Principals; Teacher Administrator Relationship; Teacher Evaluation; Teacher Morale; Teacher Responsibility; Teacher Supervision

This monograph is a discussion of the nature of master teacher/career ladder programs and related issues and implications for principals. Delineated in the principal's role in career ladder/master teacher programs against the following framework of issues: (1) the clarity of the school board's plan and its resolve to implement the program; (2) the specific purpose of teacher evaluation in the program (involvement or accountability); (3) the range of extrinsic and intrinsic rewards available to teachers; (4) the effect of the plan on teacher morale; (5) the level of district commitment and support; (6) the degree of parental involvement; and (7) the personal and professional development needs of principals. A scenario is then provided that illustrates the elements of an ideal career ladder/master teacher program. An appendix contains a set of questions that principals planning or implementing career ladder/master teacher programs may use for self-assessment or to survey the perceptions of others. (TE)

ED 263 694 EA 018 264

Bird, Thomas D.; Little, Judith Warren
Instructional Leadership in Eight Secondary Schools. Final Report.
Center for Action Research, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 281p.; Tables use small print.
GRANT- NIE-G-82-0020
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; Administrator Role; Case Studies; Decentralization; Educational Environment; Interprofessional Relationship; *Leadership; Leadership Responsibility; Organizational Climate; Organizational Communication; Participative Decision Making; Peer Evaluation; *Principals; *School Organization; Secondary Education; *Secondary Schools; Supervisory Methods; Surveys; *Teacher Administrator Relationship; Teacher Attitudes; *Teacher Supervision
IDENTIFIERS- *Instructional Leadership

This study examined instructional leadership in eight diverse secondary schools in four urban, suburban, and small-city school districts in one western state. The aim was to gain access to a set of schools that provided both variety in instructional leadership and diversity in school size, organization, grade level, faculty and student characteristics, and circumstances. Case studies were conducted in five schools during the first year, and a survey of expectations and practices--developed from findings of the case studies--was distributed to administrators, department heads, and teachers in these five and three other schools during the second year. This report begins with an extensive summary of the methodology, findings, and implications of the study as a whole. This is followed by chapters in which the following topics are discussed in depth: (1) theory and action (leadership and the character of schools); (2) views of instructional leadership (a review of the literature); (3) control, freedom, and opportunity (the school as an informal organization); (4) findings on instructional leadership from the five case studies; (5) observing and being observed at work (findings from the survey); and (6) leadership by teachers. Results of the survey are tabulated, and six pages of references are included. (TE)

ED 263 575　　　　　　　　　　CS 209 381

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Questions Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85

NOTE- 23p.; For related documents, see CS 209 375-387.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this reading test contains 80 multiple choice test items related to the ten readings in the readings booklet. The questions examine the student's skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, and (3) understanding and interpreting human experience and values as expressed through literature. (EL)

ED 263 329 CE 042 786

Jensen, Delores
Resource Book for Vocational Programs for Mentally Handicapped Adults. Bussing/Pot Washing and Garden Assistant Courses.
Okanagan Coll., Kelowan (British Columbia).
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
PUB DATE- 85
NOTE- 265p.; Contract samples have faint print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adults; Behavioral Objectives; Check Lists; Competency Based Education; Course Content; *Dishwashing; Educational Resources; *Employment Potential; Evaluation Methods; Exceptional Persons; *Food Service; Foreign Countries; *Grounds Keepers; Hygiene; *Job Skills; Learning Activities; *Mental Retardation; Special Education; State Curriculum Guides; Student Evaluation; Units of Study; Vocational Education
IDENTIFIERS- *British Columbia

This curriculum was prepared to help teachers of mentally handicapped adults teach basic work skills and skills for bussing/pot washing or gardening assistant's jobs. The first sections of the curriculum guide cover the curriculum features, admission requirements, the pre-employment component, communications, personal care, number concepts, and basic work skills and knowledge. The sections in the second part of the guide provide course materials for a course on bussing/pot washing. Included are competencies, job activities, teaching methods with course content matched to performance criteria, experience/resources and evaluation methods. The next sections of the guide contain the same kinds of materials for a course on gardening assistants. The final section of the guide provides evaluation criteria for both courses. Samples of learning contracts also are included in the publication. (KC)

ED 263 344 CE 042 823

Sarle, Ruth; And Others

Pregnancy and You. Courseware Evaluation for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 22 Aug 85
NOTE- 10p.; For related documents, see ED 244 058 and CE 042 824.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Courseware; *Early Parenthood; Family Life Education; Instructional Material Evaluation; *Physical Health; *Pregnancy; Secondary Education
IDENTIFIERS- *Courseware Evaluation

This courseware evaluation rates the "Pregnancy and You" program, developed by Intellectual Software and sold by Career Aids, Inc. The courseware was rated by a team of home economists participating in a network designed to identify and evaluate courseware and disseminate reviews for vocational and technical teachers, media staff, and administrators. Part A describes "Pregnancy and You" in terms of subject area (pregnancy, maternal, child health), and hardware requirements (Apple II, IBM PC, or Macintosh), and indicates its suitability for use as a tutorial for ninth-grade through adult levels. Listed next are appropriate instructional grouping (individual and small groups) and time estimate (45 minutes). Availability information includes cost ($44.95), policies, and contact address. Part B contains the courseware evaluation criteria in eight categories; reviewer ratings appear as yes, somewhat, no, or not applicable, with explanatory comments. Part C summarizes the evaluation. The strengths of this program are that it individualizes technical information, is accurate and easy to use, and requires little supervision. Weaknesses include intensive reading, little audiovisual variety, lack of stimulation, and failure to review or give additional information. A summary section indicates that this courseware received the following overall ratings in the eight categories: subject matter has educational value--yes; technical presentation, student interaction, program interaction, student evaluation, and documentation are all adequate--somewhat; and work behaviors and application programs--not applicable. The final rating recommends this courseware with reservations, suggesting its use with self-motivated students. (SK)

ED 263 372 CE 042 877

Nishimoto, Pat
Guidelines for Filling Out Application Forms. Lesson Plan.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Nov 85
NOTE- 55p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; *Classroom Techniques; *College Graduates; Continuing Education; Educational Resources; Employment Qualifications; Instructional Materials; Job Applicants; *Job Application; *Job Search Methods; Lesson Plans; Postsecondary Education; Transparencies; Workshops

This lesson plan is designed for use in a 50-minute class to teach prospective college graduates and alumni to fill out job application forms. The lesson is part of a workshop on job search strategies. The lesson plan contains references, a list of equipment needed, objectives, information on how to set up the classroom, and the presentation. The presentation consists of an outline of instruction coordinated with methods of instruction, audiovisual aids, and the amount of time to be spent on each element. Transparency masters and student handouts are included. Topics covered in the lesson plan include the standard categories found on application forms, filling out forms, relating work experience, discriminatory items on application forms, and practical hints. (KC)

ED 263 401 CE 042 928

Denker, Joel

Successful Adult Workers' Education Programs. Topic Paper No. 4.
Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 21p.; For related topic papers, see CE 042 926-930.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Apprenticeships; *Demonstration Programs; *General Education; *Labor Education; Liberal Arts; Off the Job Training; On the Job Training; Postsecondary Education; Retraining; Student Financial Aid; Two Year Colleges; *Unions

Exemplary projects by unions and colleges are laying the groundwork for successful workers education. The University Studies/Weekend College program at Wayne State University (Detroit, MI) has a classical curriculum in general education that is both lofty and grounded in those areas most engaging to workers. Support of the United Auto Workers and the University's Labor Advisory Committee have aided in recruitment and flexible tuition policy. District Council 37 of the American Federation of State, County, and Municipal Employees offers varied programs made possible through a financial base negotiated with New York City. Prominent in the educational program is the union's own college. District 1199, a national organization of hospital workers, has pioneered in providing educational opportunities for its low-income, minority membership in the New York area. A training fund pays for general education and occupational upgrading and provides for educational leave. The International Union of Operating Engineers has established a dual enrollment program with two-year colleges that allows students to earn a journeyman's card and an associate degree simultaneously. Successful programs offer varied types of training and have innovative delivery systems, creative financing, and firm union identification with and support for the endeavor. (YLB)

ED 263 430 CE 042 978

Math on the Job. Construction Laborer.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Building Trades; *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Laborers; Learning Disabilities; *Mathematics Skills; Mental Retardation; Occupational Information; Problem Solving; Secondary Education; *Semiskilled Occupations; Skill Development; Special Education; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of construction laborers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a construction laborer with which the student is likely to be familiar. The next two sections deal with the work environment of the typical construction laborer and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by construction laborers are provided. Various suggestions are listed for students interested in further exploring the occupation of construction laborer. A glossary and answer sheet conclude the booklet. (KC)

ED 263 445 CE 042 993

Math on the Job. Electrician.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; *Electricians; Electricity; Emotional Disturbances; *Industrial Arts; Learning Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Secondary Education; Special Education; Vocabulary; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of electricians and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a electrician with which the student is likely to be familiar. The next two sections deal with the work environment of the typical electrician and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by electricians are provided. Various suggestions are listed for students interested in further exploring the occupation of electrician. A glossary and answer sheet conclude the booklet. (YLB)

ED 263 458 CG 018 614

Newquist, Deborah D.
Health and Extended Worklife. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, First Session.
University of Southern California, Los Angeles. Ethel Percy Andrus Gerontology Center.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.; Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
REPORT NO.- Senate-Prt-99-11
PUB DATE- Feb 85
NOTE- 82p.; Tables may be marginally reproducible due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)
DESCRIPTORS- Disabilities; *Diseases; *Evaluation Methods; Medical Evaluation; Medical Services; Middle Aged Adults; *Older Adults; Physical Activity Level; *Physical Health; Research Needs; *Work Life Expectancy
IDENTIFIERS- Congress 99th

This report presents information about the health status of older workers as it relates to extended work lives. The report contains unpublished data on the health status of civilian, noninstitutionalized middle-aged and older adults; the data are disaggregated so that narrow age differences within the older population can be observed and are presented to reveal the health patterns of the cohorts for whom worklife extension would be most relevant (persons aged 62-64 and 65-69). Following the executive summary and introduction, the major part of the report is presented in chapter 3, "Health and the Older Population," which addresses the challenge of defining and measuring health. Standard measures of health, such as the presence/absence of disease, physical and functional impairment, work disabilities, and mobility and activity limitations, are discussed. Other measures of health (use of medical services) and physiological measures are also described. Numerous data tables accompany the text. Chapter 4 presents issues related to health, aging, and work which arise from the consideration of the data presented previously and discusses the need for further research. The report is summarized in chapter 5. (MCF)

ED 263 557 CS 209 349

Matthews, Dorothy, Ed.
The Computer and English Teaching.
Illinois Association of Teachers of English, Urbana.
PUB DATE- 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Oriented Programs; Elementary Secondary Education; English Curriculum; *English Instruction; Higher Education; Individualized Instruction; Learning Activities; Microcomputers; Student Publications; Teaching Methods; *Word Processing; *Writing Instruction; Writing Skills

Written from a variety of perspectives, the 13 articles in this journal issue focus on the use of the computer in teaching English. Specific topics discussed in the articles are as follows: the era of the microcomputer, by R. Baird Shuman; pedagogical issues involving computers, by Duane Roen and Margaret Fleming; computer rhetoric at the University of Illinois, by Frank Hodgins; the writing outreach workshop planned for the summer of 1986, by Dennis Baron; using collaborative writing as a successful strategy for computer-assisted instruction, by Gail E. Hawisher and Gary D. Schmidt; composition, revision, and word processing, by Nadene Keene; a community college program involving composition by word processing, by Rick Dollieslager; the computer and seventh graders (an anecdotal report), by Katherine Wells Knighten; the Apple Writer as a word processing program for student publications, by Daniel R. Russo; learning to love word processing, by Donna-Marie Stupple; plunging into word processing (a teacher's experience) by Carolyn Boiarsky; managing with only one computer in a classroom, by Phyllis Mabry; and a sample proposal to a school board requesting funds for microcomputers, by Marti Swanson. (EL)

ED 263 623 CS 209 464

Suhor, Charles
Thinking Skills.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Mar 84
NOTE- 4p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Abstract Reasoning; *Cognitive Development; *Cognitive Processes; *Critical Thinking; Curriculum Development; Educational Philosophy; Elementary Secondary Education; English Curriculum; Evaluation Criteria; *Inferences; *Learning Activities; *Logical Thinking; Theory Practice Relationship

One of a series dealing with current issues affecting language arts instruction, this paper focuses on thinking skills. The paper begins by raising two issues: whether thinking skills should be taught as part of each subject area, as a separate skill, or both, and whether English and language arts teachers have a special role in the teaching of thinking skills. Next, the paper summarizes some professional viewpoints regarding thinking skills, noting that each argues persuasively for a particular approach and makes claims for the feasibility of classroom applications. The paper concludes with eight questions, gleaned from the ideas of theorists and researchers, that might be applied to almost any classroom material or activity and the answers to which serve as guidelines for teaching thinking skills: (1) What thinking skills underlie this material/activity? (2) Is the material/activity more than a "brain teaser'? (3) Is the content of this material/activity within the range of the students? (4) Is sufficient preparation given for performing the essential intellectual tasks embedded in this material/activity? (5) Does the material/activity allow for verbal elaboration about points in question? (6) If writing is required in this material/activity, is provision made for prewriting discussion? (7) Does the material/activity help make the students aware of the fact that they are exercising particular thinking skills? and (8) Is the teacher's role in the material/activity consistent with the development of students' thinking skills. (HOD)

ED 263 638 CS 505 113

McDowell, Earl E.
Faculty Members' Perceptions of Information Adequacy and Communication Relationships in Their "World of Work."
PUB DATE- 8 Nov 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Communication Research; Department Heads; Higher Education; Information Needs; *Information Sources; Job Satisfaction; *Organizational Communication; School Surveys; Sex Differences; *Teacher Administrator Relationship; *Teacher Attitudes

A study was conducted to explore college faculty members' perceptions of current and desirable information from their department chairs or heads and their relationships with chairs, coworkers, and top administrators. Respondents, 131 faculty members at a midwestern university, completed two instruments--the Receiver Information Scale and the Communication Relationships Scale of the International Communication Association (ICA) Communication Audit. The results indicated that faculty members received limited information about technical changes, mistakes and failures of their departments, teaching evaluations, and job-related problems. Overall, female faculty members indicated that they receive less information from department chairs than did male faculty members, and they rated their relationships with chairs, colleagues, and top administrators lower than did male faculty members. (Tables of data are included.) (HTH)

ED 263 681 EA 018 077

Rees, Ruth
SOS: A Time Management Framework.

PUB DATE- Nov 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Elementary Secondary Education; Interprofessional Relationship; Job Analysis; Organizational Development; Organizational Objectives; *Planning; Program Implementation; *Scheduling; *Task Analysis; *Time Management

This paper proposes a framework for the management of time, under the rubric of "SOS" (Self-Organization-Scheduling), designed specifically for school officials. Underlying this framework is a belief that, in order to manage time, one must manage oneself within the bounds of the institution. Accordingly, three interdependent sets of practical suggestions are provided, in keeping with the threefold "SOS" sequence. The first component, self-awareness and self-discipline, entails documenting the activities of a normal work week and critically assessing this logbook for the appropriateness of the time devoted to each kind of activity. The second, organizational awareness, involves an assessment of individual time management in the context of ongoing organizational concerns and requirements--a synchronization of the organization and the individual. The third component, scheduling, involves planning, timetabling, implementing, and monitoring tasks for the organization as a whole. References are included. (TE)

Vocational Education Sex Equity Report: Secondary 1983.
Minnesota State Commission on the Economic Status of Women, St. Paul.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 83
NOTE- 32p.; For related documents, see CE 042 944-045.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Comparative Analysis; Definitions; Disabilities; Disadvantaged; Distributive Education; Employment Patterns; Enrollment; *Enrollment Trends; Equal Education; Females; Followup Studies; High School Graduates; Males; *Nontraditional Occupations; Occupational Home Economics; Office Occupations Education; Outcomes of Education; *Salary Wage Differentials; Secondary Education; *Sex Fairness; Sex Role; *Statewide Planning; Technical Education; Trade and Industrial Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Minnesota

In 1982, females constituted 51.1 percent of those students enrolled in secondary vocational education courses in Minnesota; however, they accounted for only 40 percent of those enrolled in area vocational-technical institutes. If vocational programs are defined as being either segregated or integrated on the basis of whether fewer or more than 80 percent of the students enrolled in them belong to one sex, then, in 1982, 47.1 percent of the state's secondary vocational programs were segregated and 47.7 were integrated. The other 5.2 percent had enrollment patterns in which more than 80 percent of the enrollees were of the sex that is considered nontraditional for that particular occupational area. Followup data collected 1 year after the graduation of Minnesota's high school class of 1981 revealed that average earnings for male vocational graduates were $4.45 per hour as compared with $3.94 per hour for female vocational graduates. (This report contains discussions, graphs, and tables detailing enrollment patterns in special needs and general agricultural, distributive, health occupations, home economics, office occupations, technical, and trade and industrial education programs.) (MN)

ED 263 315 CE 042 758

Calvert, Robert, Jr.
America's Other Educational System: Training Offered by Nonschool Organizations.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 85
NOTE- 175p.
CONTRACT- 433J47500826
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Community Education; *Educational Opportunities; *Educational Practices; *Educational Trends; Extension Education; Industrial Education; Inplant Programs; Labor Education; National Surveys; Nonformal Education; *Nonschool Educational Programs; Nontraditional Education; Postsecondary Education; Program Content; Program Descriptions; Religious Education; Veterans Education

A national study of training offered by nonschool organizations in the United States indicated that, in addition to schools and colleges, 28 other types of organizations offer training and education. The total number of persons served by traditional educational institutions in 1984 was around 80.4 million. In contrast, 151.5 million may receive training through nonschool organizations each year. The two largest providers of nonschool education are religious institutions (with 33 million individuals served) and employers. Business and industry are estimated as training 30 million persons, followed by 887,000 persons trained by the federal government, 900,000 by state governments, and 600,000 by local governments. In a recent year, military training in nonschool settings was provided to 2,199,000 individuals. The education provided by libraries and museums is much more difficult to estimate. Much of the participation in continuing education, particularly in such fields as health care, may be the result of professional licensing requirements. (This report includes descriptions of each of the 28 types of providers of nonschool education identified, a 13-page bibliography, samples taken from 16 survey instruments that have been developed for use in obtaining data concerning education and training offerings, and a chart detailing the areas covered by each instrument.) (MN)

ED 263 358 CE 042 849

Dumdi, Eleanor S.; Roelofs, Gary

Successful Linkages between Education and Business/Industry in Oregon. Report and Handbook.

Oregon Alliance for Program Improvement, Corvallis.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE- Dec 84

NOTE- 64p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Resources; *Education Work Relationship; Guidelines; *Linking Agents; Postsecondary Education; *School Business Relationship; School Districts; Secondary Education; State Programs

IDENTIFIERS- Job Training Partnership Act 1982; *Oregon

This handbook examines some of the forms that linkages between education and work have taken in Oregon. The purpose of the handbook is to (1) cite examples of existing linkages around the state; (2) suggest ways to initiate and nurture linkages; (3) cite benefits that accrue from such linkages; and (4) provide names of resource people who have indicated their willingness to provide information on how to start and maintain a successful linkage or partnership. The information was gathered with the assistance of the regional coordinators for career and vocational education around the state who identified businesses that should receive questionnaires. Each responding business was interviewed by telephone on the components of its linkage with education. Following the introduction, which details the methodology of the study, this report contains six sections. The first section looks at the partners of the linkages--education and business and industry. Linkages are listed in the second section. They include advisory committees, cooperative work experience in high school and college, student organizations, career awareness, in-school exploring, Junior Achievement, adopt-a-school programs, the Portland Urban Network Project, small business development centers, and specialized training and retraining. In the third section, the working of the Job Training Partnership Act (JTPA) is explored, while the fourth section lists some other linkages such as equipment donations, internships, field trips, career fairs and equipment fairs, and Oregon Business Week. Some ways to nurture linkages are discussed in the fifth section, while the final section of the guide concludes that the education community needs to make more overtures to the business/industry sector. Appendixes to the guide list resource people and materials. (KC)

Curriculum Development Processes in the Regional Vocational Technical School System. Final Report.

EASTCONN Regional Educational Services Center, North Windham, CT.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
PUB DATE- 25 Jul 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Competency Based Education; *Curriculum Development; Formative Evaluation; Models; Program Effectiveness; Recordkeeping; *Regional Schools; Secondary Education; *State Curriculum Guides; Statewide Planning; *Student Evaluation; Student Records; Trade and Industrial Education; *Vocational Schools
IDENTIFIERS- Connecticut; *Process Analysis

A comprehensive analysis was conducted of the curriculum development process in the trade program areas of Connecticut Regional Vocational-Technical Schools (CRVTS). Methods included review of the current curriculum development processes through review of materials and observation; identification, collection, and analysis of alternative processes used in other states; review of curriculum materials developed by several national vocational education consortia; and dissemination of findings, conclusions, and recommendations. The project was primarily a process analysis. A central part was intensive involvement of an advisory committee. A comprehensive survey of all trade instructors in the CRVTS was conducted to determine their assessment of the state curriculum guide in their trade area. Findings are presented in two parts. The first part discusses general findings; the second addresses specific findings and results as related to project objectives. Recommendations are grouped into three broad categories: those addressing organizational and procedural problems in the development of curricula for the vocational-technical schools, those focusing with an impact on the timely delivery of new or revised curriculum guides, and those addressing qualitative issues related to the structure and organization of the current curriculum guides and student performance-based recordkeeping system. Appendixes include survey instruments and results and meeting summaries. (YLB)

ED 263 415 CE 042 963

Improving the Basic Skills and Job Awareness of Handicapped Students. Final Report.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Dec 85

NOTE- 224p.; For the Math on the Job booklets, see CE 042 964-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Awareness; Career Education; Disabilities; *Emotional Disturbances; Field Tests; Instructional Materials; *Learning Disabilities; Material Development; *Mathematics Skills; *Mental Retardation; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment

Because many handicapped students leave high school without a reasonable knowledge of the world of work, a clear understanding of self in relationship to potential occupational pursuits, or a mastery of the basic skills required to function in different occupational roles, the National Center for Research in Vocational Education developed and evaluated a set of instructional materials entitled Math on the Job. Thirty instructional booklets and a teacher's guide were designed for use with mainstreamed mentally retarded, learning disabled, and emotionally disturbed high school students. Drafts of the booklets were pilot tested at four sites. Major revisions were suggested and implemented. Next, eight booklets were field tested with 80 treatment-group and 40 control-group students at the four test sites. Although program students scored higher on the posttest than did the control group students, their gains in knowledge were relatively small. Therefore, the materials were revised extensively and reformatted. (Appendixes to this report include an occupational definitions booklet; lists of occupational tasks, related math skills, and content specifications for 30 occupations; various evaluation forms; the project pre- and posttests; a fact sheet, draft brochure and draft news release describing the booklets; and a marketing plan.) (MN)

ED 263 472 CG 018 629

Day, Hy I.; Fountain, Angela
The Nature of Play: A Motivational Taxonomy.
PUB DATE- Aug 85
NOTE- 26p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Emotional Response; Higher Education; *Motivation; *Play; Undergraduate Students

To examine the concept of play, a taxonomy of five categories of play was devised and four studies were conducted in an attempt to distinguish among these categories on a motivational and emotional basis. Play is defined as an autotelic, self-rewarding activity. In each of the four studies, undergraduates (total N=520) read a scenario representing a type of play and imagined themselves in that situation. Subjects then completed the WHY Scale, an instrument developed to measure total motivational strength for an activity as well as the total strengths of the autotelic (play) and exotelic (work) components of the activity. Subjects also completed the Mehrabian and Russell scales that measure the emotional impact of the play activity. The results of a multivariate analysis of variance strongly favored the classification of five separate types of play and in most cases the scenarios served to delineate the parameters of each type. Other results showed that Diversive and Cathartic play were both significantly lower than other types on autotelicity. This left three forms of play: Exploratory, Creative, and Mimetic. Both Exploratory and Creative play were high in autotelicity and had little exotelic motivation. All three types of play were rated as highly pleasurable, Creative play was the least arousing, Exploratory play was characterized by feelings of least control, and Mimetic play contained the most instrumentality. (Included are data tables, an illustration of play typology, an example of the WHY Scale, and descriptions of the scenarios.) (NRB)

ED 263 486 CG 018 643

Toro, Paul A.; Rappaport, Julian

Social Climate Comparison of Mutual Help and Psychotherapy Groups.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- NIMH-MH-37390
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Group Dynamics; *Group Therapy; Group Unity; Leadership; *Psychotherapy; *Self Help Programs; *Social Environment; Social Support Groups
IDENTIFIERS- *Mutual Help Groups

In recent years, mutual help groups have been formed to address problems in substance abuse, chronic physical illness, mental illness, marital disruption, and child abuse. Despite the proliferation of these groups, little research has been conducted to assess their efficacy or what happens in them. The nature of mutual help groups (N=32) was investigated by comparing them to psychotherapy groups (N=35), social-recreational groups (N=59), and task-oriented groups (N=39) on 10 social climate dimensions derived from the 90-item Group Environment Scale. The 10 dimensions were cohesion, leader support, expressiveness, independence, task orientation, self-discovery, anger and aggression, order and organization, leader control, and innovation. The results revealed that all 10 dimensions yielded significant differences. Compared to psychotherapy groups, the mutual help groups had a more active leadership role and greater group cohesion in addition to being more structured and task-oriented and fostering more independence. The psychotherapy groups were more encouraging in the expression of negative and other feelings and showed more flexibility in changing the groups' functions and activities. Future research should assess outcomes in various domains in the different groups to determine the ultimate impact of social climate characteristics on people's adjustment and well-being. (Author/NRB)

ED 263 500 CG 018 657

Larsen, John L.; Juhasz, Anne McCreary

The Effects of Knowledge of Child Development and Social Emotional Maturity on Adolescent Attitudes Toward Parenting.

PUB DATE- 79
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Attitudes; *Child Development; Child Rearing; *Emotional Development; *Females; Higher Education; Junior High Schools; Negative Attitudes; *Parenthood Education; *Social Development

Parenting, always a complex and difficult task, is even more difficult for teenage parents who are generally less able financially, emotionally, and cognitively than adults to nurture and care for their children. The relationship between the combined effect of knowledge of child development and level of social-emotional maturity, and the extent to which this relationship affects adolescent attitudes toward parenting was investigated in 434 females from junior colleges, a university, and a junior high school. Subjects completed the Knowledge of Child Development Inventory, the California Psychological Inventory, and the Adult/Adolescent Parenting Inventory. The analysis of the data (multiple regression and canonical analysis) suggested that there were significant relationships among the variables being examined. In general, the relationships indicated that subjects' negative attitudes toward parenting were associated with lack of knowledge of child development and low levels of social-emotional maturity, and subjects' positive attitudes toward parenting were associated with knowledge of child development and high levels of social-emotional maturity. The joint impact of knowledge of child development and social-emotional maturity factors on attitudes toward parenting accounted for 51 percent of the variation among the variables. (Several data tables are included throughout the text.) (Author/NRB)

ED 263 528 CS 008 200

Neuman, Susan B.
The Uses of Reading Mass-Produced Romance Fiction.
PUB DATE- May 85
NOTE- 23p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Females; Fiction; *Novels; Reading Habits; *Reading Interests; *Reading Research; *Recreational Reading
IDENTIFIERS- *Romance Novels

A study of formula fiction books was conducted to determine how these books fit into women's lives, what images they bring to mind, and what uses they serve. Seventy-two women from the ages of 18 to 70 read a Harlequin Romance novel by Sue Byfield. Then the group participated in several focus group discussions, a qualitative indepth technique that involved convening small groups of women, each with a moderator, for an open-ended discussion to generate hypotheses on readers' attitudes. Findings showed that women read formula fiction because it indulged their fantasies, was flexible (easy to carry and to read), provided temporary relief from the anxieties of the day and boredom, and provided new information on vocabulary and descriptions of other countries. Results indicated that the romance novels appeared to serve multiple functions determined by the readers' purposes and needs. Beyond the women's individual responses, the discussions reflected on a number of issues, such as reasons for needing to escape from the real world and the negative consequences of reading such fiction. (A demographic profile of participants and a short list of references are included.) (EL)

ED 263 542 CS 008 224

Ferreiro, Emilia; Teberosky, Ana
Literacy before Schooling.
REPORT NO.- ISBN-0-435-08220-5
PUB DATE- 82
NOTE- 289p.; Original title: "Los Sistemas de escriture en el desarrollo del nino." Translated by Karen Goodman Castro; Preface by Yetta Goodman.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Development; Early Experience; Foreign Countries; Language Acquisition; Learning Experience; Learning Processes; Learning Strategies; *Learning Theories; Letters (Alphabet); Literacy; *Observational Learning; *Preschool Children; Preschool Education; Reading Instruction; *Reading Readiness; *Writing Readiness
IDENTIFIERS- *Piagetian Theory

The reflections and theses on preschool children's literacy development presented in this book are the result of an experimental project carried out in Buenos Aires from 1974 to 1976. Chapter 1 discusses the educational situation in Latin America, traditional methods of reading instruction, contemporary psycholinguistics, the pertinence of Piaget's theory, and general characteristics of the research. Chapter 2 examines formal aspects of the graphic system and their interpretation, and chapter 3, "Reading with Pictures," explores the relationship between print and picture. Chapter 4 deals with reading without pictures and interpreting the parts of a text; chapter 5 discusses reading acts young children witness, including their understanding of oral and silent reading; and chapter 6 considers the evolution of writing, from preschool writing to the writing of school children. Chapter 7 deals with dialect variations, reading, and the ideological content of typical basal readers. The final chapter discusses problems, precautions, pedagogical consequences, historical solutions, and theoretical implications. (EL)

ED 263 576 CS 209 382

Grade 12 Diploma Examination, English 33. Part A: Written Response.
Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 85
NOTE- 23p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 33 in Alberta, Canada, this test on writing contains general instructions and three sections: (1) personal response to literature, which requires a response about an aspect of literature; (2) functional writing, which requires a written response within a given situation or context; and (3) response to visual communication, which requires a student to respond to cartoons by writing about the main ideas and personal reactions. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

ED 263 594 CS 209 416

Vavra, Edward A.
The Sequential, Syntactic, Remedial Tutorial.
PUB DATE- 3 May 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Writing Centers Association East Central Conference (7th, Erie, PA, May 3-4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grammar; Higher Education; *Revision (Written Composition); Sentence Structure; *Syntax; Writing (Composition); Writing Exercises; *Writing Improvement; *Writing Instruction; Writing Processes

Designed for students who have grammatical problems, the syntactic approach presented in this paper helps explain the process of revision, and should be used only after a student has written a draft. The paper suggests that the students' hypothetical objective can be to understand how every word in any sentence is syntactically connected to the basic sentence pattern, and explains the four-step approach, categorized according to prepositional phrases, subjects and verbs, subordinate clauses, and gerundives (participles). The paper lists the following advantages of this approach: (1) students work with only their own writing; (2) the approach emphasizes and helps define revision as a separate process, starts with a simple concept and expands, entails automatic review of all preceding steps, and focuses on what is right rather than what is wrong; (3) students study only those grammatical concepts directly related to their problems in writing, and experience an early sense of success; (4) students' work is easily and quickly checked; and (5) much of the instruction can be done through simple handouts. (EL)

ED 263 608　　　　　　　　　　　CS 209 441

Duvall, Betty
Evaluation of Eleventh Grade Students' Writing Supports Teaching Italic Handwriting.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cursive Writing; Grade 11; Handwriting; High Schools; *Manuscript Writing (Handlettering); *Teaching Methods; *Writing Research
IDENTIFIERS- *Italic Writing

The handwriting of 756 eleventh grade students was evaluated to determine whether their handwriting styles would be characteristic of the manuscript or cursive styles they had been taught. Subjects had been taught Zaner-Bloser manuscript in primary grades with a transition to cursive in third grade. Analysis of handwriting samples revealed a wide variation in handwriting styles. The samples were grouped into the following categories: cursive, straight cursive, italic cursive, roundy cursive, manuscript, italic print, backhand, and block print. The results indicated that although these students had been taught manuscript and cursive, none of the students wrote manuscript and only approximately 13% wrote cursive characteristic of Zaner-Bloser style cursive. Although no students had received instruction in italic, 47% of the students wrote italic cursive or italic print and nearly 2 1/2 times as many students wrote italic cursive as wrote the commercial cursive style they had been taught. The results support the ideas of teaching both italic print instead of manuscript and italic cursive instead of commercial cursive. (Evaluation criteria and samples for each of the handwriting styles are included.) (HTH)

ED 263 667 EA 018 061

Peterson, Sarah E.; And Others
A Longitudinal Study of the Effects of Retention/Promotion on Academic Achievement.
PUB DATE- 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Grade Repetition; Longitudinal Studies; Primary Education; *Student Promotion

This study examined the long-term effect of retention/promotion decisions on the academic achievement of primary grade students. First, second, and third grade retainees were matched on several variables with same-age students who were not retained. Results indicated that retained students significantly improve their relative class standing by the end of the retained year, and in some cases they maintain this advantage over a two-year period; however, after three years there are no differences between retained and promoted students. Comparison of same grade level performance indicated that second and third grade retainees acquire more information, as measured by standardized tests, than their promoted counterparts, although this acquisition is delayed one year. Tables and charts are included. (Author/TE)

ED 263 695 EC 180 962

Anderegg, David; And Others
Strategy Training Project. Final Report.
Research Inst. for Educational Problems, Cambridge, Mass.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jun 85
NOTE- 130p.
GRANT- G00820060
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classification; *Cognitive Processes; Elementary Education; Reading Comprehension; *Reading Difficulties; *Reading Instruction; *Transfer of Training

Forty-seven reading disabled children whose major reading problem was comprehension participated in a study to examine the effects of interventions designed to structure information in encoding and recall through the use of categorization strategy. Short term treatment consisted of four tutorials over a 2-week period. Long term treatment 1 consisted of eight tutorials over 4 weeks (an extension of the short term treatment). Long term treatment 2, also eight tutorials over a 4-week period, included material from content areas studied in the regular classroom. A control group was not exposed to the strategy training curriculum or any other type of group experience. Measures of clustering and recall were used to assess the impact of the strategy training curriculum. There were no differences in the degree of categorization evident in the recall protocols of trained and control Ss with respect to picture stimuli. There were also no significant differences between Ss in long term and short term training conditions regarding adjusted ratio of categorization (ARC) scores. Comparisons between treatment and controls showed no signficant effects of training, and extent of training had no significant effect on recall of items from either blocked or unblocked prose stimuli. Practical and design-related concerns were noted to affect data collection and research results. It is noted that "uninsightful" poor readers (i.e., those requiring additional steps in the training process) did improve as a result of their exposure to strategy training. (CL)

ED 263 514 CG 018 671

Russell, Ruth V.
Correlates of Life Satisfaction in Retirement.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Leisure Time; *Life Satisfaction; *Motivation; Older Adults; Participant Satisfaction; *Perception; *Personal Autonomy; Predictor Variables; Recreational Activities; *Retirement; Sex Differences

Gerontological studies have found that satisfaction with life is greater among those who are still employed. To determine what contributes to a meaningful life when employment is no longer the person's dominant life theme, time-budget instrumentation was used with 130 residents of residential retirement centers in Indiana. Subjects completed measures of perceived freedom, intrinsic motivation, and positive feeling in the individual's daily life. Subjects also responded to a single question on how satisfied they were with their current lives. Life circumstance variables assessed included gender, age, marital status, annual income, self-rated health, religiosity, retirement choice, mobility, leisure activity participation, and leisure satisfaction. The majority of subjects reported being either extremely satisfied (26 percent) or quite satisfied (43 percent) with their current lives. The results indicated that life satisfaction in retirement was greater for persons who reported more perceived freedom, intrinsic motivation, and positive feeling experienced in their daily lives. Other findings revealed that gender, income, and leisure satisfaction were significant correlates of satisfaction with retirement life. Females with higher incomes and with higher levels of satisfaction in their leisure pursuits were the most satisfied with retirement life. Future research should consider the objective circumstances surrounding retirees, retirees' perceptions of themselves and of their circumstances, and the socialization history of each individual. (NRB)

ED 263 653 EA 018 018

Ediger, Marlow
Administration and the Language Arts Curriculum (A Collection of Essays).
PUB DATE- 85
NOTE- 85p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Educational Philosophy; *Educational Principles; Educational Psychology; Elementary Secondary Education; English Curriculum; Grouping (Instructional Purposes); *Language Arts; Open Plan Schools; Teacher Certification; Teacher Education

Eleven essays concerning the teaching of the language arts, ranging in length from 3 to 16 pages, are collected in this document. "Oral Communication and the Learner" considers students' needs as learners and effective methods for teaching oral communication. "The Teacher and the Psychology of Learning" draws on behaviorism, humanism, and the structure of knowledge for guidance in curriculum-building. Learning psychology, textbook use, and progress assessment are the focuses of "The Handwriting Curriculum." "Developing the Reading Curriculum" reviews objectives, learning activities, and appraisal methods. The objectives of writing programs are related to the teaching methods used in "Issues in the Writing Curriculum." "Organizing the Language Arts Curriculum" explores the continuum from the separate subjects curriculum to the integrated curriculum and considers pupil grouping. Principles underlying various theories of learning are identified in "Theories of Learning and the Language Arts." "Objectives and Learning Activities in the Language Arts" lists numerous possible language arts objectives and describes language arts centers in open space education. "The Writing Curriculum: Creative Versus Practical" considers the purposes of writing programs. "Evaluation of Teachers" reviews factors affecting teacher certification and teacher education. "Reading and the Philosophical Arena" examines the impact that educational philosophies on reading have on curriculum decisions. (PGD)

ED 263 373 CE 042 878

Parker, Barbara
Psychological Aspects of Aging. Lesson Plan.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Oct 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Age Differences; *Aging (Individuals); *Aging Education; Andragogy; Audiovisual Aids; *Classroom Techniques; *Cognitive Processes; Continuing Education; Developmental Stages; Educational Resources; Geriatrics; Gerontology; Instructional Materials; Lesson Plans; Nursing Homes; Postsecondary Education; Residential Care; Teaching Methods; Transparencies; Workshops

This lesson plan is designed for a 50-minute class to teach adult caretakers of the aged about the psychological aspects of aging. The lesson is part of a course for caregivers in residential facilities and in home care. The lesson plan contains references, a list of equipment needed, objectives, information on how to set up the classroom, and the presentation. The presentation consists of an outline of instruction coordinated with methods of instruction, audiovisual aids, and the amount of time to be spent on each element. Transparency masters, student handouts, and a test are included. Topics covered in the lesson plan include the definitions of aging and psychological aging, six cognitive processes and age-related changes for each, and approaches to helping the elderly attain a maximum level of cognitive functioning. (KC)

ED 263 431 CE 042 979

Math on the Job. Cashier.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 28p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; *Work Environment

IDENTIFIERS- *Cashiers

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of cashiers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a cashier with which the student is likely to be familiar. The next two sections deal with the work environment of the typical cashier and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by cashiers are provided. Various suggestions are listed for students interested in further exploring the occupation of cashier. A glossary and answer sheet conclude the booklet. (KC)

ED 263 446   CE 042 994

Math on the Job. Carpenter.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 29p.; For the other booklets in this series, see CE 042 963-993.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Building Trades; *Career Awareness; Career Education; *Carpentry; *Disabilities; Emotional Disturbances; *Industrial Arts; Learning Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Secondary Education; Special Education; Vocabulary; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of carpenters and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a carpenter with which the student is likely to be familiar. The next two sections deal with the work environment of the typical carpenter and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by carpenters are provided. Various suggestions are listed for students interested in further exploring the occupation of carpenter. A glossary and answer sheet conclude the booklet. (YLB)

ED 263 558 CS 209 351

Fee, Margery, Ed.
Canadian Poetry in Selected English-Language Anthologies: An Index and Guide. Occasional Paper Series No. 36.
Dalhousie Univ., Halifax (Nova Scotia). Library.; Dalhousie Univ., Halifax (Nova Scotia). School of Library Service.
REPORT NO.- ISBN-0-7703-018305
PUB DATE- 85
NOTE- 267p.
AVAILABLE FROM- Director, School of Library Service, Dalhousie University, Halifax, Nova Scotia, Canada B3H 4H8 ($21.50, includes postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - General (130)
DESCRIPTORS- Anthologies; Bibliographies; *Canadian Literature; Indexes; *Poetry

Forty-four English language anthologies are included in this index and guide to Canadian poetry. The introduction discusses the selection of the anthologies and the function of the index. The book contains (1) a guide to Canadian poetry anthologies that includes biographical sources, history, and criticism; (2) a selective list of Canadian poetry anthologies in print on July 1984; (3) a list of indexed anthologies and their acronyms; (4) an author index; (5) a title index; (6) a first line index; (7) an index of translators; and an index of anthology editors. In addition, instructions on how to use this book, and a list of titles--from the occasional papers series (No. 36) of the Dalhousie University Libraries and from Dalhousie University School of Library Service--are included. (EL)

ED 263 639 CS 505 114

Meadowcroft, Jeanne M.; Reeves, Byron

Children's Attention to Television: The Influence of Story Schema Development on Allocation of Mental Effort and Memory.

PUB DATE- Nov 85
NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attention Span; Cognitive Development; *Cognitive Processes; Comparative Analysis; Comprehension; Elementary Education; Elementary School Students; *Memory; Programing (Broadcast); Reaction Time; *Schemata (Cognition); *Television Research; *Television Viewing
IDENTIFIERS- *Story Schema; Story Structure

The influence of story schema development on children's attention to television and memory of program content was examined in a study that involved two separate testing sessions. The expectation was that maximum effort would be given to program elements most central to comprehension of a television story and that this allocation strategy would be most evident for children who understood the structure of stories and could use this knowledge to guide allocation of attention effort. In the first testing session, children (5 to 8 years old) watched two stories on television and their schema skills were assessed after viewing each story. In the second session, children watched a television story (primary task) and depressed a button in response to periodic tones (secondary task). Reaction time to the secondary task was the measure of attention to the primary task. The development of story schema was found to be related to reduced processing effort, increased memory of central story content, increased efficiency, and greater flexibility of capacity allocation strategies. Results also suggested that capacity allocation was a function of both perceived task difficulty and the type of mental operations children performed while watching television stories. (Author/HOD)

ED 263 682 EA 018 078

Jensen, Mary Cihak
The School Psychologist: Advocate for Children at Risk.
Oregon School Study Council, Eugene.
PUB DATE- Nov 85
NOTE- 40p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 for shipping and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Advocacy; Child Psychology; *Disabilities; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; *Occupational Information; *Potential Dropouts; Psychological Evaluation; Psychological Services; *School Psychologists
IDENTIFIERS- Eugene Public Schools OR; *Glassow (Patricia)

This monograph characterizes the profession of school psychology, describes the roles of school psychologists in the Eugene (Oregon) Public Schools, and profiles Patricia Glassow, recently named School Psychologist of the Year by the Oregon School Psychologists Association. Among those interviewed were the school superintendent, the director of the school psychology program at the University of Oregon, several principals, and a parent. The interviews provided the background for this examination of the profession of school psychologist and the population served in this district. The nine psychologists in this district form an internal support structure in which individual strengths can be shared to meet the demands of sometimes complex cases. Their job descriptions emphasize three major roles: diagnostician, consultant, and case manager. Increasingly, school psychologists see themselves speaking in the interest of students to teachers, administrators, and parents. Names of those interviewed and a nine-item bibliography follow the text. (MLF)

ED 263 330 CE 042 787

McLaughlin, Katherine
Curriculum Guidelines for Post Basic Nursing Education Programs.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.
Post-Secondary Dept.
REPORT NO.- ISBN-0-7726-0320-0
PUB DATE- 85
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Clinical Experience; *Course Content; *Course Organization; *Curriculum Development; *Educational Resources; Foreign Countries; Guidelines; *Nursing Education; Postsecondary Education; Program Development; State Curriculum Guides
IDENTIFIERS- *British Columbia

This report presents guidelines that can be used in the development of post basic clinical nursing programs in British Columbia. It is presented in four sections. The first section contains the curriculum guidelines, preceded by an outline of the perspective from which they were developed. The second section is devoted to a presentation of some of the issues that are associated with the current and future development of post basic clinical nursing programs. The third section contains the interim report that was prepared at the conclusion of the first phase of this project. (This first phase involved a literature review related to nursing theory, curriculum development in nursing, post basic nursing education programs and clinical competence, and a review of 17 post basic clinical specialty programs.) The fourth section of the report contains: (1) a selected bibliography of references to books and articles concerned with nursing theory, nursing education, curriculum development, and related subjects; (2) program reviews from a number of colleges; and (3) an overview of post basic programs. (KC)

ED 263 345 CE 042 824

Sarle, Ruth; And Others

The Place Setting Simulator. Courseware Evaluation for Vocational and Technical Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 22 Aug 85

NOTE- 10p.; For related documents, see ED 244 058 and CE 042 823.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Computer Simulation; *Courseware; Food Service; *Home Economics; Home Economics Skills; *Homemaking Skills; Instructional Material Evaluation; Secondary Education

IDENTIFIERS- *Courseware Evaluation

This courseware evaluation rates "The Place Setting Simulator" program developed by Orange Juice Software Systems. The courseware was rated by a team of home economists participating in a network designed to identify and evaluate courseware and disseminate reviews for vocational and technical teachers, media staff, and administrators. Part A describes "The Place Setting Simulator" in terms of subject area (home economics), and hardware requirements (Apple II and peripherals), and indicates its suitability for use with regular, handicapped, disadvantaged, or gifted students in grades 7-12. Listed next are appropriate instructional grouping (individual and small groups), accompanying materials (documentation, student worksheets, program outline, and unit tests), and time estimate (30 minutes). Availability information includes cost ($45.00), policies, and contact address. Part B contains the courseware evaluation criteria and reviewer ratings in eight categories: subject matter, technical presentation, student interaction, program interaction, student evaluation, documentation, work behaviors, and application programs. Part C summarizes the evaluation. The strength of this program is its stimulating and accurate subject matter; weaknesses include no provision for printed copies of class performance results and a few spelling errors. The courseware is recommended for makeup work, individual and small group instruction, study aid, extra credit, and review and reinforcement. This program received overall ratings of "yes" in seven categories, indicating that a majority of criteria in these categories were met. (The application programs criteria were not applicable.) The final rating indicates that this courseware is highly recommended. (SK)

ED 263 402 CE 042 929

Smith, Gregory B.
Types of Workers' Education Benefits. Topic Paper No. 5.
Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 32p.; For related topic paper, see CE 042 926-930.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Continuing Education; Contracts; *Fringe Benefits; Job Training; *Labor Education; *Leaves of Absence; Scholarship Funds; Scholarships; *Student Financial Aid; *Student Loan Programs; *Trusts (Financial); Tuition Grants

Negotiated educational benefits represent the larger part of union involvement in membership education and training. In order of program incidence within contracts, the six major forms are (1) apprenticeship programs, (2) on-the-job training plans, (3) tuition aid plans, (4) educational leave and leave of absence plans, (5) education and training trust fund plans, and (6) scholarship and loan plans. The latter four emphasize access by workers to learning opportunities in postsecondary education institutions and other settings and emphasize skill and knowledge formation not limited to performance of a specified job or occupation. Unionized workers place high value on education. Nonuse stems from a combination of personal fears about ability, lack of encouragement, and scheduling difficulties. Successful educational benefit programs have leadership and institutional support of membership utilization of negotiated benefits, ongoing operation and promotion of the benefit program, and linkages with local education providers. Most successful benefit plans contain the following provisions and features: board eligibility criteria, simplified and flexible application approval procedures, board course coverage, liberal financing provisions, flexibility of work and education scheduling, provision for career and/or educational counseling, and active plan promotion and publicity campaigns. (YLB)

ED 263 416 CE 042 964

Math on the Job. Teacher's Guide.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 17p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Awareness; Career Education; Disabilities; *Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Mathematics Skills; *Mental Retardation; Secondary Education; Skill Development; Special Education; *Work Environment

This teacher's guide explains the content and scope of a 30-booklet series of instructional booklets that provide various special needs students with the opportunity to explore a career and practice math skills simultaneously. The introductory section explains the way in which the series, entitled Math on the Job, will benefit high school students with the following disabilities: mental retardation, learning disabilities, and serious emotional disturbances. The second and third sections outline the scope of the series and provide guidelines for its use. Next, a math competency matrix is presented and explained. A list of suggested enrichment activities concludes the guide. (MN)

ED 263 473 CG 018 630

Helzer, Kimberly; And Others

Contrast Effects in the Attribution of Liking.

PUB DATE- 18 Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Western Psychological Association (65th, San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Behavior Theories; Interpersonal Attraction; Negative Reinforcement; *Observation; Positive Reinforcement; *Social Reinforcement; Verbal Communication
IDENTIFIERS- *Liking

Research has demonstrated that a person's attraction to a stranger is influenced by experimental manipulations suggested by general behavior theory. To examine whether a neutral observer, listening to a conversation between two strangers, could be influenced by the manipulation of several learning variables, 80 female undergraduates listened to a female actor responding to questions from a male she had just met. Subjects were randomly assigned to 1 of 16 treatment cells in a 2X2X4 factorial design. Learning variables manipulated were the nature of the actor's response (positive or negative) to the questions, amount of time the actor took to answer, and the number of social reinforcers received by the questioner. Subjects listened to a tape recorded interaction and then attributed to the actor some degree of liking for the questioner. The results indicated that the actor responding positively was judged to like the questioner significantly more than the actor responding negatively. For subjects who heard only four question-response trials, the actor's response time did not influence the subject's attribution of liking. Subjects who heard 10 trials, however, attributed more liking to the actor if she responded quickly than if she responded slowly. The number of actor-response pairings also influenced the subjects' attributions of liking. Other results provided modest support for contrast effects following response latency shifts. Future research should examine the role of general behavior theory in explaining and predicting effects in the attribution of liking. (NRB)

ED 263 487 CG 018 644

Reynolds, Kim D.; West, Stephen G.

Attributional Constructs: Their Role in the Organization of Social Information in Memory.

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Cognitive Processes; *Epistemology; *Memory; Organization; *Recognition (Psychology)

A review of the literature on attribution theory suggests that attributional templates may be similar to balanced structures, in that they are cognitive constructs that have an organizing influence on thought processes and exert a similar organizational influence on the memory for social information. Therefore, the three basic attributional patterns outlined by Kelley may serve to organize memory for incoming effects information. To test this hypothesis, 36 undergraduate students were presented with a series of sentences that defined a 3X3X3 Kelley cube. On each trial, the sentences were precisely consistent with either a person or an entity pattern of effects (pattern variable) and had zero, four, or eight sentences randomly deleted from the "ideal" pattern (missing variable). Memory for the sentences was assessed using a recognition paradigm. The results revealed main effects for the pattern and missing variables. As the number of missing sentences increased, more errors in recognition were committed. The entity pattern produced more errors than did the person pattern. These findings provide evidence that attributional templates exert an organizing influence on memory for social information. (Author/NRB)

ED 263 529 CS 008 201

Clay, Marie M.
The Early Detection of Reading Difficulties. Third Edition.
REPORT NO.- ISBN-435-802-410
PUB DATE- 85
NOTE- 136p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50).

LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Beginning Reading; *Independent Reading; *Individualized Reading; *Reading Diagnosis; *Reading Difficulties; Reading Failure; Reading Improvement; Reading Instruction; Reading Processes; *Reading Programs; Reading Skills; Reading Strategies; *Remedial Reading

Intended for teachers and administrators, this book examines systematic observation of reading behaviors and reading recovery procedures to help children with reading problems. Part one deals with systematic observation, beginning with a discussion of the reading process and reading programs. Following that, it describes the use of the diagnostic survey--including strategies both for using the "running record" and for testing--and concludes with strategies for summarizing the diagnostic survey results. Part two focuses on reading recovery--a program for early intervention--and includes chapters on organizing to prevent reading failure, reducing reading difficulties with a second chance to learn, understanding the various aspects of the reading recovery program, reading recovery teaching procedures, and deciding when to discontinue children from the program. The final chapter contains summaries of six projects that make up the program and a summary of the entire reading recovery program. The appendixes contain summary sheets, test score sheets, reading recovery teaching sheets (for New Zealand children), and a stanine score summary sheet. (EL)

ED 263 577 CS 209 383

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Readings Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 85

NOTE- 20p.; For related documents, see CS 209 375-387.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Examination in English 33 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains short reading selections taken from fiction, nonfiction, poetry, and drama, including the following: an excerpt from "Catch-22" (Joseph Heller); "School Thief" (Dennis Potter); "In One Era and Out the Other" (Sam Levinson); "Those Winter Sundays" (Robert Hayden); an excerpt from "Red Dress" (Alice Munro); an excerpt from "Hide and Seek" (Lezley Havard); and "Manitoba Poem" (Dale Zieroth). (EL)

ED 263 595 CS 209 417

Lovejoy, Kim Brian
The Gricean Model: A Revising Rubric.
PUB DATE- 15 Sep 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Higher Education; Language Processing; *Models; *Revision (Written Composition); *Verbal Communication; Writing (Composition); *Writing Instruction; Writing Skills
IDENTIFIERS- *Grice (HP)

H.P. Grice's theory of conversation can be used effectively to teach revision in composition courses because it teaches students the rules for effective writing. Grice has formulated a general principle, the Cooperative Principle, based on the assumption that talk-exchanges among speakers are "cooperative efforts" having "a common purpose or set of purposes." In observing the cooperative principle, four conversational maxims are also observed: (1) quantity--making as informative a contribution as required but not more so; (2) quality--saying only what is true and not including things for which there is insufficient evidence; (3) relation--being relevant; and (4) manner--avoiding obscurity, ambiguity, unnecessary prolixity, and disorder. The value of the Gricean model is that it asks new questions concerning revision and makes the standard questions clearer, more comprehensible, and more forceful by providing the students with an organizational scheme that does not sacrifice its heuristic power of simplicity. (EL)

ED 263 609 CS 209 444

Gaziano, Cecilie
"Megatrends" and Knowledge Gaps: Future Predictions.
PUB DATE- 18 Nov 83
NOTE- 17p.; Paper presented at the Meeting of the Midwest Association for Public Opinion Research (Chicago, IL, November 18, 1983). Based upon a portion of the authors Ph.D. dissertation, University of Minnesota.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Economic Opportunities; Employment Opportunities; *Futures (of Society); *Information Dissemination; *Knowledge Level; Mass Media; *Social Influences; Social Mobility; Social Stratification; *Sociocultural Patterns; *Socioeconomic Status

The distribution of knowledge in society tends to parallel the distribution of other social and economic resources. Currently four major socioeconomic trends point not only to widened knowledge gaps in the future but also to greater divisions between higher and lower socioeconomic status (SES) groups. First, a long-term trend toward a more educated population appears to be reversing, as evidence suggests a decline in the availability and quality of education opportunities. Second, changes in occupational structure, urban ecology, and the structure of the national economy have made it more difficult for lower SES groups to qualify for many information and industrial jobs. Third, families in higher SES groups are much more likely to increase their socioeconomic resources than are families in lower SES groups as women continue to enter the labor force. And fourth, the acquisition and use of the new computer-based mass media are most likely to occur among higher SES groups, creating an unequal distribution of information-seeking resources. These socioeconomic trends raise many questions in the areas of equity; meeting the needs of a large, relatively immobile, poorly educated and low-skilled population; increasing socioeconomic disparities; and mismatches between distributions of blue-collar jobs and residences of blue-collar workers. (HOD)

ED 263 624 CS 209 465

Warnock, John; Holt, Sue
Gifted and Talented Education.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- May 85
NOTE- 4p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ability Identification; *Academically Gifted; *Curriculum Development; Definitions; *Educational Needs; Elementary Secondary Education; Evaluation Criteria; *Gifted; Individualized Instruction; *Student Evaluation; Student Needs; Talent Identification

One of a series dealing with current issues affecting language arts instruction, this paper focuses on teaching gifted and talented students. The paper begins by identifying two kinds of students who present problems not adequately distinguished in school programs or in the professional literature: students thought to suffer because they are not challenged enough, and students thought to suffer because they are not challenged in the right way with the right kind of thing. This is followed by a brief description of the pioneering work begun by L. M. Terman in 1921 on the characteristics of gifted children and the long-term consequences of giftedness. The criteria used to identify the two kinds of gifted students are then discussed as well as the need to concentrate on specific curricular measures. The paper concludes with eight strategies of action--four for identifying the gifted and talented student and four addressing curricular concerns. (HOD)

ED 263 668 EA 018 062

Armstrong, Milree H.; Trueblood, Cecil

The Importance of Principals' Values and Their Relationship to the Promotion of Teachers' Professional Growth.

PUB DATE- Apr 85

NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Attitude Measures; Cooperation; *Decision Making; Educational Principles; Elementary Education; Locus of Control; Participative Decision Making; *Principals; *Professional Development; Surveys; *Teacher Administrator Relationship; Urban Schools; *Values

The purposes of this study were to examine the importance that elementary principals place upon the terminal value freedom in relation to the development of teachers, and to examine the consistency of elementary principals' decision making along a teacher-supportive to supervisor-supportive continuum. One hundred elementary principals in Ontario were investigated using the Rokeach Values Survey (rating the importance of ten terminal values and four instrumental values), the Rotter Locus of Control Survey, and the Instructional Decisions Survey, the latter consisting of four instrumental value scores: trust, loyalty, self-reliance, and self-direction. Following administration of the instruments, all the principals were interviewed regarding their attitude toward the influence of the administrative structure and of teacher characteristics on principals' decision making. Results indicated that the terminal value freedom was rated higher than the nine other values combined, that trust was considered the most important instrumental value, and that teacher-supportive elementary principals tend to be the most collaborative, loyal to teachers' beliefs, and supportive of teachers' self-reliance and self-direction. Twenty-one tables, three sample scenarios, and a scoring key for the Instructional Decisions Survey are appended. (TE)

ED 263 301 CE 042 044

Vocational Education Sex Equity Report: Post-Secondary 1983.

Minnesota State Commission on the Economic Status of Women, St. Paul.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 83
NOTE- 44p.; For related documents, see CE 042 043-045.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Comparative Analysis; Definitions; Disabilities; Disadvantaged; Distributive Education; Employment Patterns; Enrollment; *Enrollment Trends; Equal Education; Expenditure per Student; Females; Followup Studies; High School Graduates; Males; *Nontraditional Occupations; Occupational Home Economics; Office Occupations Education; Outcomes of Education; Postsecondary Education; *Salary Wage Differentials; *Sex Fairness; Sex Role; *Statewide Planning; Teacher Salaries; Technical Education; Tenure; Trade and Industrial Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Minnesota

In 1982, females constituted 41.1 percent of those students enrolled in postsecondary area vocational-technical institutions (AVTIs) in Minnesota; thus, the AVTI system has a lower percentage of female students than all other public postsecondary systems in the state. If vocational programs are defined as being either segregated or integrated on the basis of whether fewer or more than 80 percent of the students enrolled in them belong to one sex, then, in 1982, more than three-fourths of Minnesota's AVTI programs were segregated. The 3 years prior to 1981-1982 were not marked by very much change in enrollment patterns with respect to traditional, nontraditional, and segregated vocational education programs. Approximately two-thirds of female students were enrolled in health or business programs, whereas more than three-fourths of male students were enrolled in technical or trade and industrial programs. Segregation also existed within program areas. Of the total budget for AVTI students, 35.8 percent was spent on female students and 64.2 percent was spent on male students. One-year followup data on graduates of postsecondary AVTI programs revealed significant differences between the occupations and earnings patterns of males and females. (This report contains 14 tables.) (MN)

ED 263 316　　　　　　　　　　　　　　　　　　CE 042 760

Comparison of Federal and Private Sector Pay and Benefits. Report to the Chairman, Subcommittee on Civil Service, Post Office, and General Services Committee on Government Affairs, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/GGD-85-72

PUB DATE- 4 Sep 85

NOTE- 29p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--$3.25 bound, $1.00 unbound).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Compensation (Remuneration); *Fringe Benefits; *Government Employees; Health Insurance; Income; Insurance; Leaves of Absence; Personnel Policy; Retirement Benefits; *Salaries; *Salary Wage Differentials; Vacations

IDENTIFIERS- *Private Sector

A study compared the compensation packages offered to private sector and Federal white-collar employees. The conclusions drawn in the study were based on data from previous and ongoing research conducted by the General Accounting Office (GAO). Analysis of these data revealed that whereas the Employment Cost Index has shown a cumulative increase of 65.5 percent for the third quarter of 1977 through the last quarter of 1984, Federal white-collar pay experienced a 44.5 percent cumulative increase. The civil service retirement system is the sole source of retirement income available from employees hired before January 1984. Retirement programs for persons in the private sector, on the other hand, typically consist of three parts: social security, a pension plan, and a capital accumulation plan. Private sector employees typically pay a greater portion of their medical insurance than do Federal workers; however, they are also reimbursed for a greater portion of their medical expenses as well. Private sector employees enjoy greater life insurance benefits than do Federal employees. With respect to holidays and sick leave, the Federal employees generally have one less holiday each year, a more generous annual leave, and less available sick leave than do their private sector counterparts. (MN)

ED 263 359 CE 042 855

Bicanich, Eleanor
Handicapped Services. Final Report.
Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accessibility (for Disabled); Administrator Education; Curriculum Development; *Disabilities; Equal Education; Exceptional Persons; *Inservice Teacher Education; *Mainstreaming; Postsecondary Education; Secondary Education; Special Education; State Curriculum Guides; State Programs; Teaching Methods; *Vocational Education; Vocational Education Teachers; Workshops
IDENTIFIERS- *Pennsylvania

The purpose of this project was to integrate into the leadership curriculum and instructional program in Pennsylvania the competencies needed to assist in mainstreaming handicapped students. The project also sought to provide inservice education to administrators and support personnel in comprehensive, vocational, and special education settings and to provide leadership staff development. To accomplish these purposes, a learning guide was developed to deliver the competencies needed by administrators to assist in mainstreaming. Inservice workshops were conducted to encourage interaction among comprehensive, vocational, and special education administrators. Inservice education workshops were also conducted for support personnel in these fields and staff development was provided for leadership program staff members. This final report includes a copy of the learning guide that was developed for the project. The guide contains six learning experiences with an enabling objective, activities, feedback, and a checklist/assessment form for each. Extensive appendixes to the document also include samples of competency and task analysis forms, an example of an assessment instrument, a copy of the summary of the feedback from reviewers on each instrument criterion, evaluation instruments for reviewing the leadership guide and a sample leadership performance assessment form, workshop materials, resource materials, a newsletter on mainstreaming, and other materials used during the project. (KC)

ED 263 388 CE 042 906

Computer Technology and Maintenance Curriculum. Final Report.
Manchester Community Coll., Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
PUB DATE- 10 Jun 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; Community Colleges; *Computers; *Computer Science Education; Course Content; *Curriculum Development; Electromechanical Technology; *Electronics; Equipment Maintenance; Institutional Cooperation; Technical Education; *Technical Occupations; Two Year Colleges; Vocational Education; Vocational Schools
IDENTIFIERS- Howell Cheney Vocational Technical School CT; Manchester Community College CT

A project was conducted by Manchester Community College and Howell Cheney Vocational Technical School in Connecticut to develop a joint curriculum for a two-year computer technology and maintenance program. During the year the project was conducted, a high technology advisory council was formed, consisting of industry and faculty representatives and State Department of Education personnel. The committee discussed educational needs for the program and developed a curriculum and outlines of courses. The curriculum will be either a 30-hour certificate program or a two-year degree program. The target population will be those who wish to enter a high-technology field with growth potential. Courses were scheduled to be offered in the Fall semester of 1985, with the full program in place within the following one and one-half years. It was estimated that the program could accommodate 25-35 full-time students per year. (This report contains the curriculum outline and course descriptions for the following courses: electrical circuits, electronic devices, logic circuits I and II, minicomputer systems I and II, diagnostic instrumentation, and applied microprocessors.) (KC)

ED 263 459 CG 018 615

Adams, Tom; Resnik, Hank
Teens in Action. Creating a Drug-Free Future for America's Youth.
Pacific Inst. for Research and Evaluation, Walnut Creek, CA.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1376
PUB DATE- 85
NOTE- 55p.; Photographs may not reproduce clearly.
CONTRACT- NIDA-271-84-6703
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; Community Programs; *Drug Abuse; *Drug Use; Family Life; Mass Media; *Prevention; School Activities; Secondary Education; *Student Participation

This book on drug abuse prevention is addressed to teenagers and covers five main areas where drug use can be prevented: schools, communities, media, the social scene, and the family. The first chapter on school programs briefly discusses peer-led alcohol and drug education, peer counseling, creating a positive school climate, and developing school policies on drugs. Descriptions of the activities of four students to prevent drug use in their schools are included. The second chapter on community service outlines suggestions for youth involvement in activities that will help combat boredom and provide alternatives to drug use. Accounts of three teenagers' activities are included. The section on using the media highlights ways to counter the mixed messages about drugs that are currently presented and describes the work of two teenagers in different aspects of television programming. In "Changing the Social Scene," three young people recount their efforts to change social occasions to drug-free events. The section on parents and teens working together highlights the activities of youths from Washington, D.C., New York, and California. A final section outlines suggestions for preventing drug and alcohol abuse and for developing an action plan. An excerpt from Keith Schuchard's 1984 address to the PRIDE conference concludes the report. (MCF)

ED 263 501 CG 018 658

Moon, Charles E.; And Others
Relaxation and Educational Outcomes: A Meta-Analysis.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Children; *Cognitive Processes; College Students; Elementary Education; Higher Education; Imagery; Kinesthetic Methods; Learning Processes; Music; *Psychoeducational Methods; *Relaxation Training
IDENTIFIERS- *Consciousness

As consciousness becomes a more viable field of investigation and research, more attempts are being made to examine states of consciousness and their effects on certain abilities. A meta-analysis was used to examine the state of relaxation and its effects on learning, performance, and academic achievement. A search of PsychINFO, the data base of the American Psychological Association, yielded 20 studies with relevant statisitics. Each study used a control group to compare the effects of one or more of the following relaxation techniques: (1) kinesthetics; (2) progressive relaxation; (3) progressive relaxation with music; and (4) progressive relaxation with imagery. One-half of the studies involved college undergraduates and the other half involved elementary school pupils. Meta-analysis of the studies revealed that relaxation techniques, in particular progressive relaxation techniques, had a small positive effect on cognitive academic variables. Examination of the studies suggests, however, that more carefully designed and implemented studies need to be undertaken, especially in the area of relaxation techniques and affective educational outcome. (ABB)

ED 263 515 CG 018 672

Anderson-Merchant, Darlene
Adolescent Victims of Abuse: A Treatment Model.

PUB DATE- Aug 85
NOTE- 8p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Child Abuse; Child Neglect; Counseling Theories; *Group Therapy; Intervention; *Program Descriptions; *Sexual Abuse

This paper presents a theory and model for treating adolescent victims of physical and sexual abuse and neglect. The theory examines issues related to abuse or neglect and the effect that an abusive history has on adolescent development. Specific issues noted are depression, anger, low self-esteem, self-shame, lack of trust, a sense of powerlessness, a family history of abandonment, and enmeshment or disengagement. Delayed developmental tasks discussed include adjusting to a changing body and developing a sexual identity; separating from the family and developing an individual identity; exploring the outside world and developing a capacity for intimacy; and developing ethical and moral standards. The treatment described begins with initial intake and treatment planning with other family components at which time the client's mental status, risk of self destructiveness, and the existence of chemical dependency and/or eating disorders are assessed. The second phase of treatment is described as individual therapy to help the client develop trust, increase self-esteem and assertiveness, and develop personal goals. A discussion of group therapy, the primary treatment mode, focuses on a 5-step program in which the adolescent: (1) writes and presents an autobiography; (2) lists strengths and desired changes; (3) describes his abuse and its affect; (4) examines ways he has hurt others and finds alternate behaviors; and (5) assesses his own progress and decides to continue or terminate participation in the group. (ABB)

ED 263 543 CS 008 225

Southgate, Vera; And Others
Extending Beginning Reading.
Schools Council, London (England).

REPORT NO.- ISBN-0-435-10821-2
PUB DATE- 81
NOTE- 372p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Beginning Reading; Cloze Procedure; Elementary Education; Foreign Countries; Miscue Analysis; Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Interests; Reading Materials; Reading Material Selection; Reading Processes; Reading Programs; *Reading Research; *Reading Skills; Reading Strategies; Teacher Effectiveness; *Teacher Role; Teaching Methods
IDENTIFIERS- University of Manchester (England)

Extending Beginning Reading was a research project based at the School of Education, University of Manchester, England, from September 1973 to December 1977. The project, aimed at helping readers seven years and older improve their reading skills, is detailed in this book, in which most of the seven sections contain implications for teachers. The book begins with background information on the project. Part 2 discusses the questions to which the research was directed, such as, What is reading? How do children learn to read? What skills are used in reading? and, What can the teacher do to help? Part 3 contains the teachers' viewpoints, including their preferred outcomes of the project and their aims and objectives. Part 4 emphasizes the growing importance of the reading environment and investigates this environment in eight schools. Part 5 deals with teachers of reading, including their estimates of children's reading ability, the books they use, their methods, their encouragement and training of children to use reading skills, and the results of their guidance on children's book choices. Part 6 discusses children as readers, including what children think about reading, children's views on books, reading and related assessments, and strategies children use in reading (miscue analysis and the cloze procedure). Part 7 presents the main project findings and recommendations for a more effective reading program. The appendixes contain materials used in the project, including tables of findings and lists of related publications. (EL)

Merz, Carol Smith
Using Political Theory to Improve Local Decision Making.
PUB DATE- 30 Mar 85
NOTE- 27p.; AERA.85
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Education; Elections; Elementary Secondary Education; *Politics of Education; School Attitudes; Social Theories; Superintendents
IDENTIFIERS- *Dissatisfaction Theory; Washington

Seven school superintendents in the state of Washington with varying levels of exposure to Iannacone and Lutz's dissatisfaction theory of democracy as well as varying degrees of experience with electoral conflict in their careers were interviewed to determine the level of their understanding of the theory, their acceptance of it, their ability to apply it, and their desire for more information on conflict levels in their districts. The executive directors of the state school boards association and the school administration association were also interviewed. The researchers concluded that practitioners in the field of school administration have not received much information concerning dissatisfaction theory, though they are receptive to the theory when it is described in the context of electoral data with which they are familiar. Graduate studies offer the best format for educating superintendents concerning the theory, and the most effective method for presentation is to provide multiple sessions during which superintendents can obtain guidance in applying the theory to their own situations. This paper discusses the various responses of the superintendents and state educational leaders interviewed, suggests conclusions that can be drawn, and recommends policies for encouraging wider awareness of the theory. (PGD)

ED 263 696 EC 180 963

Spear, Beatrice
The Use of Criteria in Special Education Placement Decisions for Hearing Impaired Students. Final Project Report.
Columbia Univ., New York, N.Y. Teachers College.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 180p.
GRANT- G008302278
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Decision Making; Elementary Secondary Education; *Hearing Impairments; Simulation; *Student Placement; *Teamwork

To investigate the variables considered important to decisionmakers on an individual basis and within the natural context of the committee meeting, 110 members of 26 Committees on the Handicapped, and 102 members of ancillary professional groups responded to simulated case studies of hearing impaired children. Ss assigned the simulated cases in one of eight placement choices. Committee members also convened to place one randomly selected case. The instruments consisted of questionnaires requesting demographic information, 279 computer generated case studies of hearing impaired children, and a teacher report regarding one randomly selected case study. Data collection resulted in 2120 individual placements and 26 simulated debates regarding the randomly selected case. Analysis of the data showed that the Ss placed relatively different importance on the variables although several emerged as important to all groups. Analysis of committee placements indicated a tendency toward more restrictive placements than those made in the individual task. Anecdotal information indciated that the committees used the teacher report and/or parent preference as basis for the debates. Appendices include the study questionnaires, a group of 10 case studies, and the computer program used for the study. (CL)

ED 263 374 CE 042 879

Chan, Mike
Fish Facts. Lesson Plan.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- Nov 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audiovisual Aids; *Classroom Techniques; Continuing Education; Educational Resources; *Food; *Foods Instruction; Home Economics; Home Economics Skills; Instructional Materials; Lesson Plans; Nutrition; Postsecondary Education; Teaching Methods; Transparencies; Workshops
IDENTIFIERS- *Fishes

This lesson plan is designed for a 50-minute class to teach extension home economists and homemakers about buying, storing, and using fish. The lesson plan contains references, a list of equipment needed, objectives, and the presentation. The presentation consists of an outline of instruction coordinated with methods of instruction and aids and the amount of time to be spent on each element. Transparency masters and student handouts are included. Topics covered in the lesson plan include fish quality, recognizing and buying good quality fish, storing fish, and the benefits of fish in the diet. (KC)

ED 263 559 CS 209 353

Brown, Kathleen K., Comp.; Quinn, Lynne, Ed.
Write It: A Guide for Research. Footnotes from Your Library Media Center. Third Revised Edition.
Cherry Creek School District 5, Englewood, Colo.

PUB DATE- 85
NOTE- 29p.; Compiled by the Cherry Creek High School Library Staff. For the first revised edition, see ED 234 382.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- High Schools; Research Methodology; Research Needs; *Research Papers (Students); Research Projects; Research Skills; *Student Research; *Technical Writing; Writing Instruction

Intended for high school students, this guide for writing the research paper consists of three parts. The first part deals with the research process and includes seven steps: choosing and limiting a topic, finding and examining materials, making bibliography cards, notetaking, writing the outline and paper, using footnotes and endnotes, and typing the paper. The second part, focusing on a sample paper, contains examples of the title page, the introduction, first and second pages, the endnote page, and a bibliography. The third part discusses the completed research paper and includes an outline of the format requirements and a research paper checklist. (EL)

ED 263 578 CS 209 384

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Questions Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 85

NOTE- 21p.; For related documents, see CS 209 375-387.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 33 in Alberta, Canada, this reading test contains 65 multiple choice test items related to the selections in the readings booklet. The questions examine the student's skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, (3) understanding and interpreting human experience and values as expressed through literature, and (4) finding and using information for a particular purpose. (EL)

ED 263 331 CE 042 789

Colardyn, Danielle; White, Kathleen M.
Learning Process and Vocational Experience Attainments.
PUB DATE- Aug 85
NOTE- 31p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1985). Research supported by the French Ministry of Vocational Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Cognitive Processes; Cognitive Structures; Cognitive Tests; *Outcomes of Education; Postsecondary Education; *Problem Solving; Secondary Education; *Vocational Education; *Work Experience
IDENTIFIERS- France

From a search of (mostly French) literature, a hypothesis was formulated that students with both academic training and work experience would solve a practical learning problem more easily than students with academic learning only. A study was conducted at the Conservatoire National des Arts et Metiers in Paris to test this hypothesis. Two groups, 16- to 18-year-old and 18- to 21-year-old students with academic education only and similar-aged students in a program of study and vocational work experience, were selected for the experiment. However, almost half of the 16- to 18-year-old work experience group refused to participate, so data were gathered only from the two subgroups of 18- to 21-year-olds. To test the hypothesis, the researchers constructed an electric schema problem-solving task. From a written description of how a washing machine works, subjects were asked to locate the different components and establish the relationships among them. Two tests were given to the groups--at the start of the program and after two weeks of academic study or work experience. The work experience group did not do a better job of integrating knowledge and practical problem-solving processes. In fact, the academic knowledge-only group did better on both tests. Possible explanations for these results were that the two-week time period was not long enough for work experience students to integrate both academic and practical problem-solving approaches, or that students in traditional education continued their use of logic to solve the problem. Further research was suggested in the area of the acquisition of practical experience and its effects on the thinking process. A four-page bibliography and three figures conclude the paper. (KC)

ED 263 403 CE 042 930

St. Clair, Donald D.
Labor Advisory Boards for Workers' Education Programs. Topic Paper No. 7.
Labor Inst. for Human Enrichment, Inc., Washington, DC. Labor Education Advisory Services.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- 82
NOTE- 17p.; For related topic papers, see CE 042 926-929.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Adult Programs; *Advisory Committees; *Cooperative Planning; Coordination; *Labor Education; Postsecondary Education; Program Development; Public Relations; *School Community Relationship; *Unions

This guide, which is geared toward faculty at institutions of higher education that are in the process of developing a program for working adults in a community with a strong unionized working force, presents guidelines for establishing and developing a working relationship with a labor advisory board. The rationale behind establishing such a board is discussed. Next, guidelines are set forth for contacting potential advisory board members. Principles of organizing an advisory board are outlined. Criteria for selecting an individual to serve as the executive of the advisory board are examined. The various functions of a union advisory board are described. The final section contains 10 political principles that should be observed when establishing and working with a union advisory board. (MN)

Math on the Job. Heavy Equipment Operator.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 24p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; *Driver Education; Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Motor Vehicles; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment
IDENTIFIERS- *Equipment Operation; *Heavy Equipment Operators

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of heavy equipment operators and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a heavy equipment operator with which the student is likely to be familiar. The next two sections deal with the work environment of the typical heavy equipment operator and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by heavy equipment operators are provided. Various suggestions are listed for students interested in further exploring the occupation of heavy equipment operator. A glossary and answer sheet conclude the booklet. (MN)

ED 263 432 CE 042 980

Math on the Job. Computer Service Technician.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 24p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; *Equipment Maintenance; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; Work Environment

IDENTIFIERS- *Computer Technicians

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of computer service technicians and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a computer service technician with which the student is likely to be familiar. The next two sections deal with the work environment of the typical computer service technician and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by computer service technicians are provided. Various suggestions are listed for students interested in further exploring the occupation of computer service technician. A glossary and answer sheet conclude the booklet. (KC)

ED 263 447 CE 042 995

Melo, Alberto
Adult Education in Portugal. Adult Education in Europe Studies and Documents No. 16.
European Centre for Leisure and Education, Prague (Czechoslovakia).
PUB DATE- 83
NOTE- 99p.; Parts of document contain small, light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Adult Basic Education; *Adult Education; Adult Educators; *Adult Programs; Adult Vocational Education; Educational Administration; *Educational History; Educational Policy; Educational Principles; Educational Research; *Educational Trends; Foreign Countries; High School Equivalency Programs; *Vocational Education
IDENTIFIERS- *Portugal

This report on Portuguese adult education is focused on the principles and practices adopted by the Directorate-General, due to adult education's present embryonic state. Basic statistics and a brief introduction appear first. Part I, The System of Adult Education, is presented as a succession of initiatives and takes practically the entire length of the work. The historical development of adult education describes the novelty of adult education, which has only attained a degree of autonomy in the late 1970s. The stages of the development of adult education after 1974 are then discussed, including (1) the basic determinants of the comprehensive system of adult education; (2) the function, objectives, and principles of comprehensive adult education; (3) policymaking, planning, management, and organization of adult education; and (4) plans for further developments. Adult education activities being developed by other public organizations are also described. Part I also addresses three other sectors or subsystems of adult education. One subsystem includes formal (school) adult education activities that provide opportunities for adults to obtain official educational diplomas at the secondary and university levels. These other subsystems are also considered: qualification-oriented or adult vocational education and training and community-based education. Parts II and III briefly address personnel in adult education and theory and research on adult education. (YLB)

ED 263 530 CS 008 203

Thompson, Mark E.
Dimensions of Speed Reading: A Review of Research Literature.
PUB DATE- 18 Oct 85
NOTE- 33p.; Paper presented at the Annual Meeting of the North Central Reading Association (28th, Ann Arbor, MI, October 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Literature Reviews; Reading Comprehension; Reading Improvement; *Reading Rate; *Reading Research; Reading Skills; *Speed Reading

An overview of significant research studies, bibliographies, historical reviews, definitions, and commentaries on speed reading during the past 60 years is presented in this paper. The first part of the paper considers the concept and definitions of speed reading, and summarizes research from the 1940s and 1950s--including discussion of eye movement studies and the flexibility of reading rates. The paper then discusses the Evelyn Wood speed reading technique and the resulting criticism of it, including George D. Spache's article identifying its weaknesses. Next, the paper explores studies conducted in the 1960s concerning the relationship between reading rate and and comprehension, factors that might influence reading speed, and the effect of speed reading on studying. The paper continues with a list of selected studies from the 1970s reflecting moderate expectations from speed reading, discusses the continuing controversy, and ends with a summary that points out the opportunity to learn from past research. (EL)

ED 263 596 CS 209 418

Tchudi, Stephen N., Ed.
Language, Schooling, and Society. Proceedings of the International Federation for the Teaching of English Seminar (East Lansing, Michigan, November 11-14, 1984).
REPORT NO.- ISBN-0-86709-147-9
PUB DATE- 85
NOTE- 193p.
AVAILABLE FROM- Boynton/Cook Publishers, 52 Upper Montclair Plaza, P.O. Box 860, Upper Montclair, NJ 07043 ($9.75).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Education; Educational Theories; *English Instruction; English Teacher Education; *Global Approach; *Language; Language Arts; Language Proficiency; Language Role; Language Usage; *Literacy; Literature Appreciation; Mass Media; Multicultural Education; Politics; Reading Instruction; Reading Skills; Social Influences; Teaching Methods; *Values; Writing Instruction; Writing Skills

The keynote addresses and study group reports of the International Federation for the Teaching of English (IFTE) seminar are presented in this book. It begins with an introduction by Stephen N. Tchudi which explores the issues and concerns that cut across several or all of the reports and speeches. Part 1, "International Perspectives on Language, Schooling, and Society," contains the following addresses: "Language, Schooling, and Society: 1964-2004," by Anthony Adams; "Language and Schooling," by Frances Christie; "Literacy: Confessions of a Heretic," by Robert Pattison; "Teaching English 1984," by John Dixon; "Language, Literature, and Values," by Louise Rosenblatt; "Language, Schooling, and Teacher Education," by Mary Maguire; "Hidden Impediments," by James Moffett; "English Teaching: Art and Science," by Garth Boomer; and "English Language, English Culture, English Teaching: A Retrospective on the IFTE Seminar," by Ian Pringle. Part 2, "Global Imperatives for Literacy and Learning in English," contains the following reports: "Language, Politics, and Public Affairs," by John Dixon; "Language and Schooling," by Elody Rathgen and Fred Johnson; "Language and the New Media," by David England; "Language, Literature, and Human Values," by Garth Boomer; and "Language and Multicultural Education," by Yetta Goodman. Appendixes contain a list of IFTE seminar participants, titles and authors of study group working papers, and a list of meetings of the International Steering Committee and IFTE, 1966-2002. (EL)

Gaziano, Cecilie; McGrath, Kristin
Media Publics and Media Trust.

PUB DATE- 22 Nov 85
NOTE- 30p.; This project was conducted by MORI Research, Inc., Minnespolis, MN. Paper presented at the Annual Conference of the Midwest Association for Public Opinion Research (11th, Chicago, IL, November 22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Attitude Measures; Attitudes; *Credibility; Demography; *Information Sources; Knowledge Level; Media Research; *News Media; *Newspapers; *Public Opinion; *Television; User Satisfaction (Information)
IDENTIFIERS- *Media Use

To gain a perspective on the kinds of people who find newspapers and television to be high or low in credibility, a two-phase study combined demographic and other characteristics, media behavior, and attitudes toward the media. The first phase involved a series of focused group discussions, while the second was a national, representative sampling of adults aged 18 and older living in the United States. The quantitative phase of the project had two parts. First, telephone interviews, lasting 20 minutes on the average, were completed with adults. Then, during the second part, respondents were asked to complete a questionnaire mailed to them at home. Findings identified two groups of people as being especially critical of newspapers. One was a segment of the population with relatively higher education and income than other people surveyed, greater knowledge of news coverage, and greater propensity to act when angered by media content. They were disportionately Republican and conservative. The second group was a segment of the population with relatively low education and income, less knowledge of media, and less likelihood of taking action when provoked by media content. This group was particularly likely to be confused by newspaper policies on separation of fact and opinion and to have serious problems with media credibility. Detailed data analysis is provided in six appended tables. (HOD)

ED 263 640 CS 505 117

Neher, William W.
Speech in the Core: The Basic Course in General Education at the Small College.
PUB DATE- 9 Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Education; *College Curriculum; Communication Research; *Core Curriculum; Educational Objectives; *General Education; Higher Education; *Required Courses; *Speech Communication; Speech Curriculum; Speech Skills; Verbal Communication
IDENTIFIERS- Butler University IN

This paper begins with a literature review of the objectives of general education, giving special consideration to the possible role of communications skills. Because of current discussion and disagreement about what the basic general education requirements of a university should include, a survey was administered in 1981-82 to full-time faculty members at Butler University in Indiana to determine whether a basic speech class should be included in the general education requirements. The survey instrument consisted of 32 objectives for general education that faculty members were asked to rate on a scale from 5 (most important) to 1 (least important). From a full-time faculty of approximately 150, 107 responses were received. Although writing was ranked as first in importance by faculties in the colleges of Liberal Arts and Sciences, Business Administration, and Fine Arts and second in importance by those in the colleges of Education and Pharmacy, the latter two colleges ranked speaking ahead of writing. The faculty then took action to require public speaking, as well as composition, of all first-year undergraduates. The ability to express one's self verbally may become increasingly important in order to succeed in a competitive society. (DF)

Martin, Robert A.
Supervisory Communications and Support Linkages between High School Principals and Teachers.
PUB DATE- 4 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Feedback; High Schools; *Information Dissemination; *Information Needs; *Organizational Communication; *Principals; Surveys; *Teacher Administrator Relationship
IDENTIFIERS- Indiana

This study was undertaken to determine the extent of the perceived communication and support linkages between high school principals and vocational agriculture teachers in the state of Indiana. A survey questionnaire using a Likert-type scale was mailed to all vocational agricultural teachers and their respective high school administrators in the state. Statistically significant differences were found in the perceptions of principals and vocational agriculture teachers regarding the following items: free exchange of information, student feedback, confidence in each other, assistance with professional problems, team work, and accountability of time and resources. A large number of teachers in this study had limited formal contact time with school administrators for supervision or observation of instruction. Results suggest that communication linkages are not well established between vocational agriculture teachers and school principals in Indiana. References are included, along with illustrative charts and tables.(Author/TE)

ED 263 683 EA 018 079

Marburger, Carl L.
One School at a Time. School Based Management: A Process for Change.
National Committee for Citizens in Education, Columbia, Md.
REPORT NO.- ISBN-0-934460-23-X
PUB DATE- 85
NOTE- 84p.; Financial support provided by Spencer T. and Ann W. Olin Foundation.
AVAILABLE FROM- Publication Sales, National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044 ($6.95 softcover--ISBN-0-934460-23-X; $12.95 hardcover--ISBN-0-934460-25-6; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrative Organization; *Advisory Committees; Community Control; *Decentralization; Elementary Secondary Education; Governance; Governing Boards; *Institutional Autonomy; *Participative Decision Making; Power Structure; School Administration; *School Based Management; School Community Relationship

This book is an introduction and guide to school-based management, a decentralized form of organization in which decisions that have traditionally been made by a superintendent or school board are made by the local school. Chapter 1 provides an overview of decision-making in public school systems starting with a brief history of the trend toward centralization and describing the typical roles and influence of the superintendent, the local school board, the principal, teacher organizations, and parents or citizens. Chapter 2 provides the basic rationale for school-based management: when those who are affected by decisions share in making those decisions, better decisions are made. Chapter 3 defines school based management as a process of reorganizing the school's decision-making structure to allow for input from all affected constituencies. Chapter 4 explores the school-based management council as a mechanism for implementing decentralized management. Issues discussed include membership, size, selection process, selection of community members, relations with the school board and superintendent, principal role, and council procedures. Chapter 5 discusses how to get started, and includes a list of problems and hazards in the start-up process. A brief conclusion summarizes the argument of the book as a whole: that school-based management is not a panacea but a process of educational renewal. References are included. (TE)

ED 263 474 CG 018 631

Paulhus, Delroy L.; Lim, David T. K.
The Effects of Arousal on Cognitive Complexity.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arousal Patterns; *Cognitive Style; *Evaluation; Higher Education; Males; *Noise (Sound); *Psychological Patterns; Undergraduate Students
IDENTIFIERS- *Cognitive Complexity

Previous work has demonstrated the importance of Osgood's three semantic dimensions (Evaluation, Potency, Activity) in people's conceptions of various domains. To test the effects of arousal on how individuals use these dimensions, three studies were conducted. In each study, six stimuli from a particular domain were presented in pairs. Subjects rated how similar one stimulus was to the other, while being exposed to loud or soft white noise. In study one on the social domain, 28 male undergraduate students judged the similarities of six of their acquaintances; in study two subjects rated similarities of university courses; and in study three they rated self-roles. The results showed that a high level of arousal induced by the loud noise acted to reduce subjects' cognitive complexity. For the social domains (acquaintances and self-roles), high arousal led to increased use of the "Like-Dislike" (Osgood's Evaluation) dimension. For the non-social domain (university courses), arousal enhanced the use of the arts versus science dimension. In all three studies, arousal inflated the importance of the primary dimension of judgment. Arousal enhanced the importance of evaluation only in domains where evaluation was the primary dimension to begin with, i.e., the two social domains. The reduction of complexity under stress is viewed as an adaptive mechanism suggesting that given an affective threat, a normally open-minded person may exhibit simplistic thinking based primarily on evaluative consideration. (Author/NRB)

ED 263 488 CG 018 645

Johnston, Lloyd D.; And Others
Drugs and American High School Students 1975-1983.
Michigan Univ., Ann Arbor. Inst. for Social Research.
SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
REPORT NO.- DHHS-ADM-85-1374
PUB DATE- 84
NOTE- 500p.; For highlights of this report, see ED 258 126.
GRANT- 3-R01-DA-01411
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Drinking; *Drug Use; High Schools; High School Seniors; Illegal Drug Use; Marihuana; Sedatives; *Smoking; Stimulants; *Student Attitudes; *Trend Analysis

This report contains detailed statistics on the prevalence of drug use among American high school seniors in 1983, and on trends in those figures since 1975. The introduction provides an overview of the study design and purposes; defines the larger population represented by the survey samples; and discusses sampling procedures, questionnaires and administration methods, the representativeness of the sample, and the validity of the self-report measures of drug use. Section II provides an overview of important results. Section III, Prevalence of Drug Use and Recent Trends, is divided into 12 chapters. Chapter 1 provides a compilation across drugs of the key results contained in chapters 2 through 12 which deal with actual use of various drugs: marijuana/hashish, inhalants, hallucinogens, cocaine, heroin, opiates other than heroin, stimulants, sedatives, tranquilizers, alcohol, and cigarettes. Extensive figures and data tables are included in each chapter. A standard set of tables with comparable table numbers from chapter to chapter are used whenever possible. The key points from data tables are presented in a brief, structured format at the beginning of each chapter. Chapters have been organized and formatted to facilitate use of this report as a reference work. Section IV examines attitudes and beliefs about drugs and the social milieu. Section V presents other findings from the survey. A brief guide for interpreting data tables is appended and all measures discussed in the report are either given or operationally defined in the appendices. (Author/NRB)

ED 263 625 CS 209 468

Autrey, Ken, Comp.
Word Processing and Writing Instruction. An Annotated Bibliography. Occasional Series of Bibliographies on Composition and Rhetoric.
South Carolina Univ., Columbia. Dept. of English.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Case Studies; *Computer Assisted Instruction; Computer Software; Elementary Secondary Education; English Instruction; Higher Education; Teaching Methods; *Word Processing; *Writing Instruction; Writing Research

Noting that teachers in all disciplines and at all educational levels will likely make some use of computers in their courses, this annotated bibliography provides a guide for English teachers wishing to learn how computers (particularly word processing capabilities) can be of use in the teaching of writing. Following an introduction on word processing and writing instruction, the citations are grouped under the following categories: (1) introductions and surveys, (2) research and case study reports, (3) teaching suggestions, (4) reports on software, (5) books, and (6) journals. (HTH)

ED 263 302 CE 042 045

Vocational Education Sex Equity Report: Post-Secondary 1984.
Minnesota State Commission on the Economic Status of Women, St. Paul.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 84
NOTE- 45p.; For related documents, see CE 042 043-044.
CONTRACT- 41-SB-130/94-482
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; Comparative Analysis; Definitions; Disabilities; Disadvantaged; Distributive Education; Employment Patterns; Enrollment; *Enrollment Trends; Equal Education; Expenditure per Student; Females; Followup Studies; High School Graduates; Males; *Nontraditional Occupations; Occupational Home Economics; Office Occupations Education; Outcomes of Education; Postsecondary Education; *Salary Wage Differentials; *Sex Fairness; Sex Role; *Statewide Planning; Teacher Salaries; Technical Education; Tenure; Trade and Industrial Education; *Vocational Education; Vocational Education Teachers
IDENTIFIERS- *Minnesota

In 1982-1983, females constituted 40.5 percent of those students enrolled in postsecondary area vocational-technical institutions (AVTIs) in Minnesota. If vocational programs are defined as being either segregated or integrated on the basis of whether fewer or more than 80 percent of the students enrolled in them belong to one sex, then, in 1982-1983, 369 of Minnesota's 768 postsecondary AVTI programs were male-dominated, segregated courses and 201 were female-dominated, segregated courses. In fact, 30 percent were either all-male or all-female programs. Approximately two-thirds of female students were enrolled in health or business programs, whereas more than three-fourths of male students were enrolled in technical or trade and industrial programs. Segregation also existed within program areas. Although females accounted for 41 percent of AVTI enrollments, they received only 35 percent of program expenditures statewide. One-year followup data on graduates of postsecondary AVTI programs revealed that the average full-time salary for women was $9,792 compared with $11,556 for males. These figures represented a $36 increase for females and a decrease of $492 for men from the previous year. (This report contains 15 tables.) (MN)

ED 263 317 CE 042 765

Lindquist, Jim
Staff Development in the Cooperative Extension Service.
PUB DATE- 85
NOTE- 20p.; Requirements for EDAO 962, Kansas State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Adult Education; Agricultural Education; *Educational Needs; *Extension Agents; *Extension Education; *Inservice Education; *Job Skills; Literature Reviews; *Staff Development

The Extension Committee on Organization and Policy's National Task Force on Cooperative Extension Inservice Training (1959) identified nine major areas of compentency considered important for all extension workers. It concluded that after the induction period, training for experienced workers should enlist the abilities of the participants themselves to a greater degree in a problem-solving approach. An examination of programs has indicated, however, that much of the inservice training for experienced workers calls for mere absorption of information presented in talks or lectures. The available, though limited, research and material on extension inservice training seems to show that inservice training programs are primarily meeting the technical subject matter needs of agents but are not adequately addressing other identified competency needs. Studies that have assessed the perceived needs of extension agents and focused on the identified nine major areas of training have revealed that technical knowledge has consistently been ranked high. Agents' felt needs for training have also tended to relate strongly to the competency area of communication. The literature seems to indicate that quality inservice training programs in other competency areas beside technical subject matter competencies must be developed and offered to extension staff. (YLB)

ED 263 346 CE 042 826

Glynn, Nahama J.; Bishop, Grace R.
Cultural Perceptions and Nursing Education: A Demographic Profile.
PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (Biloxi, MS, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Characteristics; *Administrator Qualifications; *Cultural Awareness; Demography; Educational Research; Higher Education; *Multicultural Education; *Nurses; *Nursing Education; Postsecondary Education; Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- United States (Southeast)

Data from a study to identify perceptions concerning key cultural concepts and their inclusion in nursing school curricula showed a discrepancy between what was desired and what was practiced. The demographic data were examined to identify factors that might be contributing to the reported perceptions of the administrative and faculty personnel. Certain patterns of homogeneity among institutions, administrators, faculty, and students were revealed that may be contributing to the maintenance of a unicultural perspective rather than a multicultural one. A three-state (Alabama, Florida, and Georgia) profile revealed that two-thirds of the participating institutions were located in cities or towns of less than 100,000, were classified as urban/residential, and had total enrollments of between 5,000 and 15,000. Approximately one-half of the administrators had initially earned the bachelor's degree; the other half, a diploma or an associate degree. Three-fourths held the doctorate as the highest degree earned. Teaching faculty had initially earned a baccalaureate degree (57 percent) or the diploma or associate degree (43 percent). Approximately three-fourths held the masters in nursing degree as the highest degree earned. A comparison of the southeastern data with the national data revealed conditions for the inclusion of a multicultural dimension in nursing education that might be very similar throughout the country. (YLB)

ED 263 360 CE 042 856

Spewock, Michael
Disadvantaged Services. Final Report.
Indiana Univ. of Pennsylvania. Center for Vocational Personnel Preparation.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Sep 85
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Classroom Techniques; *Competence; Competency Based Education; *Curriculum Development; *Disadvantaged Youth; Economically Disadvantaged; *Educational Diagnosis; Educationally Disadvantaged; Educational Resources; *Inservice Teacher Education; Postsecondary Education; Secondary Education; State Programs; Statewide Planning; Student Evaluation; Teaching Methods; *Vocational Education; Vocational Education Teachers; Workshops
IDENTIFIERS- Pennsylvania

The purpose of this project was to continue the development and establishment of competencies to prepare teacher educators to work with vocational teachers who teach disadvantaged students. During the project, a list of competencies needed to assist teachers in working with disadvantaged students was developed, along with a list of competencies that are most needed for inservice training. A library of resource materials and resource persons also was established. Six seminars for teacher educators in Pennsylvania and two two-day inservice sessions for master teachers from the local education agency were conducted. Finally, an assessment instrument was developed to be used in evaluating the application of the identified competencies and to monitor individual programs. The resulting reports and curriculum materials were disseminated to the Pennsylvania Bureau of Vocational Education, to vocational educators, and to curriculum developers. (Extensive appendixes to this report include a bibliography, references, a study of disadvantaged youth, tips for diagnostic assessment of disadvantaged students, guidelines for teachers working with disadvantaged youth, seminar and workshop materials, and competencies needed for working with these students.) (KC)

ED 263 375 CE 042 880

Parker, James, Ed.
Catalog of Adult Education Projects. Fiscal Year 1986.
Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.
PUB DATE- 86
NOTE- 126p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Abstracts; *Adult Basic Education; *Adult Education; *Adult Programs; Computer Assisted Instruction; Correctional Education; Counseling Services; *Curriculum Development; Daily Living Skills; Disabilities; Educational Objectives; Educational Practices; Educational Technology; Employment Potential; English (Second Language); High School Equivalency Programs; Information Dissemination; Job Skills; Linking Agents; Postsecondary Education; Program Administration; Program Costs; Program Descriptions; Program Development; *Research Projects; Staff Development; Student Evaluation; Student Recruitment; Volunteers
IDENTIFIERS- 310 Project; Adult Education Act 1966

This catalog, which describes over 350 projects, is the ninth in a series of annual listings intended to inform adult educators about projects funded under Section 310 of the Adult Education Act. The projects are organized according to the following areas: administration, assessment, community linkage, computer-based programs, correctional education, counseling, diploma programs, disabled adults, dissemination, employability, English as a second language, general educational development, life skills, literacy, recruitment, staff development, technology, and volunteers. Each project description contains some or all of the following: project title, contact person, funding data, objectives, and products generated. Appendixes to the catalog include a cross-reference index and a list of State directors of adult education. (MN)

ED 263 389 CE 042 907

Geriatric Curriculum. Health Homemaking Clinical.
Manchester Board of Education, Conn.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
PUB DATE- 15 Jun 85
NOTE- 142p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aging (Individuals); Allied Health Occupations Education; Consumer Economics; Course Content; *Course Organization; *Educational Gerontology; Educational Resources; Employment Opportunities; Foods Instruction; *Geriatrics; High Schools; Home Economics; Home Health Aides; Homemaking Skills; Home Management; Learning Activities; Older Adults; Recreation; State Curriculum Guides; Visiting Homemakers
IDENTIFIERS- Connecticut

This document is a curriculum guide for a one semester course in geriatrics designed to be taught in high schools in Connecticut. Following introductory material about course philosophy and objectives, and a course outline, the guide contains nine units. Each unit consists of some or all of the following items: time allotment, overview, outline of subject matter, performance objectives, and student learning activities keyed to needed resources. Units cover the following topics: the normal progression of aging, the older person within the community, special needs and problems of the elderly, consumerism, food management, home management, recreation, career opportunities in geriatrics, and clinical guidelines. A list of additional resources (books and films) and a number of handouts complete the guide. (KC)

ED 263 460 CG 018 616

Tolan, Patrick H.
Normal Adolescent Development and Delinquency Proness Prediction.
PUB DATE- Aug 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Behavior Patterns; *Delinquency; *Delinquency Causes; *Developmental Tasks; Family Relationship; Interpersonal Relationship; Vocational Interests

The concept of juvenile court and juvenile delinquency as distinct from adult crime is grounded in the idea of allowing adolescents more consideration because they are not quite adults, cognitively, psychologically, or socially. These developmental progressions within the individual and complementary societal changes in how the individual is viewed suggest that adolescent development and delinquency may be tied. A normative sample of 337 adolescent males, aged 11-18, is used to present a set of analyses of patterns of delinquent behavior and psychosocial correlates to this behavior. Data on delinquent behavior patterns are presented which indicate that most delinquency is transient and often limited to the adolescent years. Results of correlational analyses of the relationship of delinquent behaviors across three stages of adolescence for three areas - family relations, social relations, and vocational orientation - are also presented. Longitudinal studies of continuing and discontinuing delinquents and studies of relatively effective interventions are briefly noted. It is concluded that, although the analyses are preliminary, the findings indicate that for many adolescents delinquent behavior may be related to normal developmental tasks. (MCF)

ED 263 502 CG 018 659

Iscoe, Ira; And Others
Opinions about Child Abuse Survey: An Assessment of Professional Attitudes concerning Child Abuse.
Texas Univ., Austin. Inst. for Human Development and Family Studies.

SPONS. AGENCY- Texas Univ., Austin. Research Inst.
PUB DATE- Aug 85
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Child Abuse; Child Advocacy; Child Caregivers; *Child Custody; Child Neglect; Community Programs; Parent Child Relationship; *Social Responsibility; Surveys
IDENTIFIERS- Texas

Public awareness of the problem of child abuse and public willingness to participate in solving the problem have grown in recent years. To further the success of advocacy efforts, volunteer recruitment, fund-raising, and implementing programs for child abuse prevention and treatment, an understanding of both non-professionals' and professionals' attitudes concerning child abuse is needed. The Opinions About Child Abuse Survey was completed by 132 persons attending the Governor's and Attorney General's Conferences on Child Abuse and Neglect held in September, 1984, in Austin, Texas. Respondents included mental health professionals, law enforcement officers, judicial system professionals, and individuals involved in the direct care of children. The survey identified respondents' perceptions regarding the causes, conditions of, and desired response to the problem of child abuse and assessed the individual's level of direct and indirect experience with child abuse. Those surveyed agreed that treatment and prevention were priorities for community support and that the state is ultimately responsible for dealing with the problem of child abuse. While the majority of professionals noted that removing a child from the home should be a last resort, they did not agree on the actual allocation of funds for intervention programs. (Three tables of response statistics are included and the survey instrument is appended.) (Author/ABB)

ED 263 516 CG 018 673

Blake, Catherine A.

In Response to Walker's (1984) Review on Sex Differences in Moral Development.

PUB DATE- 85
NOTE- 26p.; For related document, see ED 251 749.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Developmental Stages; *Hypothesis Testing; Meta Analysis; *Moral Development; Moral Values; *Research Methodology; *Research Problems; Sex Bias; *Sex Differences; *Statistical Analysis; Value Judgment
IDENTIFIERS- Kohlberg (Lawrence); *Walker (Lawrence)

Lawrence Walker's (1984) meta-analysis of 108 samples concluded that there are no sex differences in stages of moral reasoning. This paper reviews Walker's work and points out that some of his analyses, however, are controversial and favored unwarranted conclusions. Walker neither tested the hypothesis that males are more advanced than females in their moral reasoning nor did he address the allegation that Kohlberg's theory tends to underestimate the moral reasoning of women. Instead, the null hypothesis tested was that of no relationship between gender and moral reasoning. Walker's use of the Stouffer statistic and his assuming exact findings of no sex differences for many samples seem to have ensured support of the null hypothesis. Use of the counting method revealed that more samples reported gender differences in moral reasoning than would be expected if the null hypothesis were true. Observations suggest that Walker may have underestimated the extent of possible sex bias in Kohlberg's theory and scoring system. Walker's attributing his claim that his review probably overestimated the incidence of sex differences in stages of moral development to the file-drawer concept seems improper. Furthermore, Walker's vote counting analysis is biased in favor of no sex difference findings and his discursive narrative review does not seem to adhere to an explicit analytic procedure. His findings do not really indicate that there is no relationship between sex and moral reasoning, and they definitely do not suggest that further research in this area is inappropriate. (ABB)

ED 263 544 CS 008 227

Reading Textbook Standards, Kindergarten through Grade 8. Approved by the California State Board of Education.

California State Dept. of Education, Sacramento.

PUB DATE- 8 Jun 84
NOTE- 9p.
AVAILABLE FROM- California State Department of Education, 21 Capitol Mall, State Education Building, Sacramento, CA 95814 (Free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Quality; Elementary Education; *Instructional Materials; *Readability; *Reading Materials; State Standards; *Textbook Standards

Intended to encourage the development of textbooks and related materials that are both worthy of being read and readable, this paper presents standards for high quality reading instruction materials for kindergarten through grade 8. Approved by the California State Board of Education, the standards are based on the premises that better reading materials will be characterized by a systematic presentation of high quality literary works, will be research based, and will demonstrate the point of view that acquisition of reading skills is not an end in itself, but the means for connecting the student to the wide world of reading. The major portion of the paper presents a set of student text standards covering content, style, structure, language development, vocabulary development, comprehension, decoding, evaluation, technological applications, and extended reading experiences. The remainder of the paper presents standards for student study materials, followed by those for teacher manuals. (HTH)

ED 263 560 CS 209 360

Farris, Pamela J.
A Comparison of Handwriting Strategies for Primary Grade Students.
PUB DATE- 82
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Cursive Writing; Handwriting; *Manuscript Writing (Hand Lettering); Primary Education; *Writing Research; Writing Skills
IDENTIFIERS- *D Nealian Method; *Zaner Bloser Method

In a longitudinal study comparing two different methods of handwriting instruction, the manuscript and cursive styles of D'Nealian and Zaner Bloser were compared. Subjects were 86 first and second graders, from four classrooms in a rural Illinois school district, taught according to only one or the other of these methods since kindergarten. A primary grade teacher, with experience teaching both styles of writing and trained to use the handwriting error analysis scale, rated writing samples of first graders (taken in November) and second graders (taken in November and April). Manuscript samples written at the first grade level showed no significant differences. However, the D'Nealian method produced fewer letter reversals and a significant correlation to beginning reading achievement. At the second grade level, the third handwriting sample was written in manuscript while the fourth was in cursive. The Zaner Bloser group performed significantly better in cursive writing in all categories except one, while the D'Nealian group had a higher correlation between handwriting legibility and word reading. The mixed results suggest that while the D'Nealian method shows promise, the Zaner Bloser method still merits consideration when choosing a handwriting method. (Samples of student writing are attached.) (EL)

ED 263 579 CS 209 385

Grade 12 Diploma Examination, English 33. Part A: Written Response.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 85
NOTE- 23p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 33 in Alberta, Canada, this test on writing contains general instructions and three sections: (1) a personal response to literature, which requires a response about some aspect of literature; (2) functional writing, which requires a written response within a given situation or context; and (3) response to visual communication, which requires a student to respond to cartoons by writing about the main ideas and personal reactions. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

ED 263 655 EA 018 030

Glickman, Carl D.
Development as the Aim of Instructional Supervision.
PUB DATE- 25 Mar 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; *Administrator Role; *Cognitive Development; Curriculum Development; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Interprofessional Relationship; Supervisors; *Teacher Administrator Relationship; *Teacher Supervision
IDENTIFIERS- Collegiality

Effective teacher supervision for successful schools seeks to remove obstacles in the work environment that hinder teachers from seeing each other at work, receiving feedback from others, engaging in professional dialog, and participating in decisions about collective instructional actions. Just as teachers try to encourage the cognitive development of students, so supervisors should try to develop the thinking abilities of teachers. Supervisory tasks that can be planned to provide teachers with these developmental opportunities include direct one-on-one assistance to teachers, inservice education for groups of teachers, curriculum development activities, and action research. Adopting uniform supervisory and teaching practices fails to allow for or to encourage the mediating effects of thought. This paper reviews the role of the supervisor (that is, of the many people involved in supervision), the importance of the supervisor's activities as models for the teacher's, the characteristics of different types of conceptual thinking, and the difficulties (often growing out of the historical development of American education) that beset educational improvement efforts. The central focus of the paper is on the nature of teacher development strategies that supervisors can employ. A list of 38 relevant resources is attached to the document. (PGD)

ED 263 697 EC 180 964

Feer, Michael
A Computer-Based Curriculum for Head-Injured Students, Intended for Implementation in the Massachusetts Public Schools.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston. Div. of Special Education.
PUB DATE- 85
NOTE- 175p.
GRANT- 253-007-5-5274-7
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; *Cognitive Processes; *Computer Assisted Instruction; Elementary Secondary Education; *Microcomputers; *Neurological Impairments; Program Descriptions; Therapy
IDENTIFIERS- *Head Injuries; *Massachusetts

The report discusses a program incorporating cognitive therapy with microcomputer technology for head injured students. The goals of cognitive rehabilitation are introduced, the nature and extent of the head injury problem analyzed, and social, emotional, and educational considerations of adolescent head injury illustrated through a case study. The relationship of the computer to cognitive therapy is examined, and advantages of computer applications stressed. The program at a special school for handicapped students is reviewed, its computer components described, and the program's four sectors considered: stress management, retraining of lower level thinking skills, instruction in higher level conceptual skills, and peer support. Software examples used for each component are detailed, and sources of software are discussed (in-house, public domain, commercial). Additional information is provided on peripherals and "typical" sessions. Following case history data, the report examines implementation of such a program within the public schools. A list of software sources and an annotated bibliography conclude the document. (CL)

ED 263 404 CE 042 932

Blair, Louis Helion
Technological Change and Employment in Western Europe. Research Report Series.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- RR-85-12
PUB DATE- Jul 85
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adults; Career Education; *Employment Problems; Foreign Countries; *Labor Market; *National Programs; Postsecondary Education; Secondary Education; *Technological Advancement; *Unemployment; World Problems
IDENTIFIERS- *Europe (West); Great Britain; Sweden; West Germany

Western European governments have expressed concern over the impact of technological change on employment and appropriate policies and programs to facilitate labor market adjustment. Sweden, Great Britain, and the Federal Republic of Germany are among the most active countries in examining the issue and developing programs to respond to it. National strategies for addressing employment-related problems arising from technological change vary. Sweden is concerned about societal impacts, receptivity to anticipating technological change, and facilitation of labor market adjustment. Great Britain recognizes the need for the broad adoption of new technologies but does not appear to have a major national strategy for anticipating impacts. Germany's strategy centers on national programs to promote the diffusion of microelectronics and computer technologies and to monitor impacts. Sweden's innovative programs for dealing with technological change include computer training and funding for industry's and labor's development of innovative training approaches. Programs in Great Britain include one to encourage industrial applications of and training in microelectronics and periodic surveying of industrial diffusion of computer-based technology. Germany has an extensive program to promote information technology through computer education and pilot projects for retraining. Common problems include worker dislocation, computer training of the future work force, workers with inappropriate skills, new technology introduction with minimal labor market impacts, training of the managerial work force, and monitoring impacts. (YLB)

Math on the Job. Local Truck Driver.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 24p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; *Driver Education; Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Motor Vehicles; Occupational Information; Secondary Education;

Skill Development; Special Education; *Transportation; *Work Environment

IDENTIFIERS- *Truck Drivers

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of local truck drivers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a truck driver with which the student is likely to be familiar. The next two sections deal with the work environment of the typical truck driver and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by truck drivers are provided. Various suggestions are listed for students interested in further exploring the occupation of truck driver. A glossary and answer sheet conclude the booklet. (MN)

ED 263 433 CE 042 981

Math on the Job. Programmer.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 25p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; Computer Science Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; *Programers; Secondary Education; Skill Development; Special Education; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of programmers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a programmer with which the student is likely to be familiar. The next two sections deal with the work environment of the typical programmer and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by programmers are provided. Various suggestions are listed for students interested in further exploring the occupation of programmer. A glossary and answer sheet conclude the booklet. (KC)

ED 263 448 CE 042 996

Dobson, J.
The Field of Canadian Adult Education: A Bibliographic Inquiry.
PUB DATE- 15 Dec 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Educators; *Adult Learning; Adults; *Educational Environment; Educational Research; Foreign Countries; *Individual Characteristics; *Inquiry; *Learning Processes; Research Methodology
IDENTIFIERS- *Canada

This study examined writings of Canadian adult educators for the purpose of describing their field of inquiry. The study described the field by its four basic areas of inquiry--learner, learning, process, and environment--and by the components of each area. The methodology was divided into three phases: creation of a glossary of descriptive adult education workds; analysis of key words drawn from titles of a 1983-1984 bibliography of reports, papers, articles, and books; and cross-tabulation of title concepts to ascertain significant correlations. Attention was also given to adult educators' approaches to the inquiry process. Findings suggested that Canadian adult educators primarily are interested in the processes of learning and in learning itself. Less interest was directed at the learning environment and learner characteristics. Findings further suggested that the conceptual frameworks used by adult educators tend to include a minimum of two areas of inquiry and usually combine three of the four areas. The most frequent dual combinations were learning/environment and learning/process. The triple combination of learning/environment/process yielded significant correlations. The concept correlations suggested that authors of adult education literature in Canada are generalists whose primary concern is to provide adults with appropriate environments and processes for learning. A short bibliography is included. (Author/YLB)

ED 263 531 CS 008 205

Lloyd, Bruce A.
High School Teachers' Awareness of Reading Skills. (A Pilot Study.)
PUB DATE- 19 Oct 85
NOTE- 17p.; Paper presented at the Annual Meeting of the North Central Reading Association (28th, Ann Arbor, MI, October 18-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Content Area Reading; High Schools; Reading Comprehension; Reading Instruction; *Reading Research; *Reading Skills; *Secondary School Teachers; *Teacher Attitudes; Vocabulary Skills; Word Study Skills

A study examined secondary teachers' present knowledge of the reading skills needed by their students. Subjects, 76 teachers of 15 different high school subjects, were asked (1) what specific reading skills they considered most necessary for their students to be able to read subject area materials, (2) what reading skills their students are best able to apply to subject area materials, and (3) in which reading skills their students are most deficient. In addition, the teachers were questioned about their instruction in the teaching of reading and the availability of reading instruction at their schools. Responses to the survey showed that the teachers believed comprehension was the reading skill most necessary for their students to succeed in their courses, and it was also the skill in which the students were the most deficient. The next skill was vocabulary and the third was word analysis. Therefore, it would appear that the reading skills most needed by the students are those in which they are the most deficient. It is also worth noting that most of the teachers had little formal training in the teaching of reading skills. (The questionnaire, tables of findings, and a short bibliography are included.) (EL)

ED 263 626 CS 209 472

Mead, Nancy A.; Rubin, Donald L.
Assessing Listening and Speaking Skills. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Communication Skills; Elementary Secondary Education; Listening Comprehension Tests; *Listening Skills; Nonverbal Communication; Speech Communication; *Speech Skills; Student Evaluation; Test Construction; *Testing; Test Reliability; Test Selection
IDENTIFIERS- ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest explores methods of listening and speaking skills assessment. The digest first provides a rationale for teaching and assessing listening and speaking skills. It then examines definitions of oral communication and listening, noting (1) the trend toward defining oral communication by setting, by purpose, or in terms of basic competencies; and (2) an expanded definition of listening that includes critical and nonverbal listening skills. Next, the digest discusses how speaking skills are assessed, explaining observational and structured approaches and their respective rating systems, and touching on the effects of rater reliability. The digest also discusses how listening skills are assessed, expanding on the three important elements in all listening tests: the listening stimuli, the questions used, and the test environment. Finally, the digest explores how assessment instruments should be selected or designed, noting that selection depends upon the purpose for the assessment, and providing guidelines for various purposes. (HTH)

ED 263 641 CS 505 120

Roberts, Charles V.
A User's Response to the Use of Listening Assessment Instruments.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Listening Comprehension Tests; *Listening Skills; Research Problems; Student Evaluation; *Test Construction; *Testing; Test Theory; Test Use; Test Validity

Noting that the attention of the speech communication discipline to listening skills does not mirror the apparent importance of such skills, this paper examines five listening assessment tests--focusing on the strengths, weaknesses, procedural problems, and conceptualizations of each--that potential users should be aware of before selecting any one of the instruments. The major portion of the paper discusses individually the five instruments: (1) the Learning Skills Inventory, (2) the Communication Competency Assessment Instrument, (3) the Brown-Carlsen Listening Comprehension Test, (4) the Watson-Barker Listening Test, and (5) the Kentucky Comprehensive Listening Test. The remainder of the paper presents conclusions drawn from the previous discussions, specifically that one instrument cannot win acceptance without its underlying conceptual definition being agreed to by the majority of users, and that perhaps no one instrument will be found to be acceptable for all situations. This section also acknowledges many of the shortcomings of existing listening research, and the need for longitudinal investigations that would document effective methods for teaching listening. (HTH)

ED 263 670 EA 018 064

Malen, Betty
Tuition Tax Concessions in Minnesota: A Historical View of the National Precedent.
PUB DATE- Apr 85
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; Elementary Secondary Education; Lobbying; Models; *Policy Formation; Political Influences; Political Issues; Political Power; *Politics of Education; Private School Aid; Public Policy; *State Legislation; Systems Analysis; *Tax Credits; *Tuition
IDENTIFIERS- *Minnesota

The research on which this paper is based examined the legislative process resulting in Minnesota's tuition tax concession statutes through a study of four decision events: the 1955 passage of a tax deduction, the 1971 adoption of a tax credit, the 1976 increase of the 1955 deduction allowance, and the 1981 retention of this deduction in a climate of fiscal scarcity. The paper includes a description of the Minnesota study, a characterization of the legislative process, and a discussion of the implications of that characterization for educational policy making. The conceptual framework of the Minnesota study combined categories of political influence with a systems orientation. Implications of the analysis of the legislative process include the following: (1) that political expediency was a more important determinant of the legislative process than policy information and policy analysis; (2) that single-issue interest groups are adversely affecting the legislative process by diminishing the prospects for compromise or rational deliberation; (3) that a debilitating lack of cohesion exists in the public school lobby; and (4) that the study provides a point of departure for research on tuition tax concession decisionmaking and a point of comparison for research on educaiton policymaking. Notes are included, along with an appendix listing tuition tax concession litigation in Minnesota. (TE)

ED 263 318 CE 042 766

Denton, Ray

An Overview of Research and Concerns Regarding Post-Secondary Vocational Educator's Professional Preparation.

PUB DATE- Aug 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Faculty; *Educational Needs; Literature Reviews; Needs Assessment; Postsecondary Education; *Postsecondary Education as a Field of Study; *Teacher Education; Two Year Colleges; *Vocational Education; *Vocational Education Teachers

Recent reports, such as "A Nation at Risk," have reinforced the fact that postsecondary-level vocational educators must not only be experts in their chosen fields but must also be professional presenters of the information of their fields of expertise. In the 1960s and early 1970s, persons preparing to teach in postsecondary-level vocational education programs could generally take up to 3 years to acquire 9 credit hours of education classes. Today, a typical requirement involves taking from 9 to 18 credit hours in education and attending a vocational seminar or conference. While this represents some improvement in the state of teacher preparation, it is at best a very weak, if not token, approach. Studies indicate that the problem is not so much one of potential teachers not wanting to become good teachers, but rather one of a lack of opportunities to obtain adequate preparation and professional development. The literature on the professional preparation of vocational education teachers includes numerous surveys dealing with teachers' perceived needs for pre- and inservice education, current certification and licensing requirements, and the results of various attempts at assessing incoming teachers' abilities before they entered vocational education. These studies must be utilized and expanded upon. (MN)

ED 263 332 CE 042 791

Adult Basic Education: Employment Preparation Curriculum Guide.
British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
REPORT NO.- ISBN-0-7726-0253-0
PUB DATE- 85
NOTE- 232p.
AVAILABLE FROM- Ministry of Education; Publication Services Branch, 878 Viewfield Road, Victoria, BC V9A 4VI (Order No. VA0053--$10.00, plus 10% shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; Andragogy; Articulation (Education); Course Content; Course Organization; *Curriculum Development; *Daily Living Skills; Educational Resources; *Employment Potential; Entry Workers; Foreign Countries; Job Search Methods; *Job Skills; *Problem Solving; State Curriculum Guides; Student Evaluation; Units of Study
IDENTIFIERS- *British Columbia

This curriculum guide was developed in British Columbia for four purposes: (1) to define a contemporary perspective on employment preparation education; (2) to present an array of learning topics, with sample tasks and resources for instruction; (3) to present a flexible structure for course design; and (4) to provide administrators, coordinators, and instructors with a framework and terminology that will enable them to coordinate and articulate courses and to define curriculum development needs. The curriculum focuses solely on personal problem-solving and employment preparation skills. The curriculum guide is organized in six parts. The first part explains the purpose of the guide and scope of the curriculum, while the second part focuses on curriculum design. Parts III and IV present sample employment readiness skills units and life skills units. In the fifth unit, approaches to learning and instruction of adults are discussed. The final unit lists selected resources, including instructional resources in print and audiovisual formats, tests and inventories, periodicals, professional references, and publishers' addresses. (KC)

ED 263 376 CE 042 889

MacFarland, Thomas W.

A Defense of Criterion-Referenced Evaluation for Vocational Education.

PUB DATE- Dec 85

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Comparative Analysis; *Criterion Referenced Tests; *Norm Referenced Tests; Secondary Education; *Student Evaluation; *Test Reliability; *Test Validity; *Vocational Education

IDENTIFIERS- *Behaviorism

Criterion-referenced evaluation (CRE) describes achievement in performance terms, whereas norm-referenced evaluation (NRE) compares the performance of one individual to that of others with respect to a given evaluation instrument. Vocational educators who base their programs on behaviorism commonly evaluate student performance from a CRE perspective. When deciding whether to use CRE or NRE to evaluate a given instance of learning, vocational instructors must examine their purposes in undertaking the given evaluation. In situations when an individual's performance must be measured in terms of comparison with a standardized sample, NRE is the obvious choice. However, vocational educators must also realize the value of CRE in assessing the effectiveness of given instructional treatments in achieving specific instructional objectives. (MN)

ED 263 390 CE 042 908

Industrial Arts Curriculum Guide for Automated Machining in Metals Technology.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Div. of Vocational, Technical, and Adult Education.

PUB DATE- May 85
NOTE- 61p.; Booklet prepared by the Connecticut Industrial Arts Association.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Oriented Programs; *Course Content; *Industrial Arts; *Machine Tools; Machinists; Metal Industry; *Metal Working; *Numerical Control; Patternmaking; Safety; Secondary Education; State Curriculum Guides; Tool and Die Makers
IDENTIFIERS- *Automated Machining

This curriculum guide is designed to be used for creating programs in automated machining education in Connecticut. The first sections of the guide are introductory, explaining the importance of computer-numerically controlled machines, describing the industrial arts scope and sequence for kindergarten through adult levels, describing the provisions of Public Law 94-142 (Education for All Handicapped Act), and the general objectives and prerequisite skills needed for automated machine operators. The guide then provides course outlines for numerical control machining, computerized numerical control (CNC) machining, the CNC lathe, and CNC milling. The guide also introduces the concept of computer-assisted manufacturing and provides safety guidelines for metalworking. A glossary and list of suggested text and reference books complete the guide. (KC)

Wax, Susan M.
Children's Reliance on Denial in Fantasy in Response to Parental Separation and Divorce.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Age Differences; *Children; *Coping; *Divorce; *Fantasy; Parent Child Relationship
IDENTIFIERS- *Denial (Psychology)

Divorce can be viewed as a multi-faceted, interactive process which represents a dislocation in the life cycle of a family. A set of critical developmental tasks must be met and mastered for a family to cope with the transition through the divorce experience. The first of these developmental challenges facing the children of divorcing parents is their acceptance of the reality of the parental divorce. A study was undertaken to explore the relationship among attributes of the child, characteristics of the parent-child relationship, and characteristics of the divorcing experience as these variables influence the child's reliance on denial in fantasy as a mechanism of defense in response to parental separation. Latency aged children (N=42) and a matched sample of 30 children from intact homes completed the Child's Report of the Impact of Separation by Parents-Revised, the Children's Personality Questionnaire, and the Child's Cognitive Grasp of the Divorcing Experience measure. Mothers of all the children completed a series of questionnaires designed to measure the variables under investigation. Multiple regression analysis revealed that the most significant predictor of a child's reliance on denial in fantasy in response to parental separation was the set of variables representing the attributes of the child. Specifically, the child's age at the time of parental separation was the most powerful predictor of reliance on denial, representing 41 percent of all variance. These results suggest that very definite age-related responses to parental separation may be observed and that denial will be seen most often in younger children. (NRB)

ED 263 489 CG 018 646

Beer and Wine Advertising: Impact of Electronic Media. Hearing before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 2526 and H.R. 1901.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

PUB DATE- 21 May 85
NOTE- 643p.; Some pages are marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Advertising; *Alcoholic Beverages; Alcoholism; Broadcast Industry; *Federal Legislation; Hearings; *Mass Media Effects; Media Research; *Radio; *Television Commercials
IDENTIFIERS- Congress 99th

This document presents witness testimonies and prepared statements from the Congressional hearing called to examine the impact of broadcast alcohol advertising on alcohol-related problems, the responsibility of the broadcast media in shaping attitudes about alcohol, and how to reduce any negative impact of advertising. Statements were heard from committee chairman Timothy E. Wirth; from other committee members; and from John F. Seiberling, a Congressman from Ohio who testified in support of H.R.2526, the Fairness in Alcohol Advertising Act. Witnesses included the executive director, Center for Science in the Public Interest; an attorney from George Washington University Law School; the deputy director of the Bureau of Alcohol, Tobacco, and Firearms; a Michigan State University professor of Communications and Television; and the assistant director of the Social Science Institute, Washington University. Also testifying were the presidents of the National Association of Broadcasters, the Wine Institute, the United States Brewers Association, the Association of Independent Television Stations, the American Advertising Federation, and the National Radio Broadcasters Association; and representatives from the Television Operators Caucus, Inc., the Survey Research Center at the University of Michigan, the American Civil Liberties Union, the National Congress of Parents and Teachers, and two brewing companies. Witnesses discussed a variety of positions on alcohol advertising, bans and restrictions on advertising, voluntary efforts by the media to prevent alcohol abuse, and research on the effects of advertising. Prepared statements, supplemental testimonies, and additional materials are included throughout the text. (NRB)

ED 263 580　　　　　　　　　　　　CS 209 386

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Readings Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85

NOTE- 26p.; For related documents, see CS 209 375-387.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items

IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Examination in English 33 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 8 short reading selections taken from fiction, nonfiction, poetry, and drama, including the following: an excerpt from "Circus Nerves" (Eric Nicol); "Follower" (Seamus Heaney); an excerpt from "Bad Seed" (Maxwell Anderson); six short nonfiction selections: "The Highway" (Ray Bradbury); "The Thrushes Do Not Die Out" (Walter Bauer); an evaluation request and letter written in response to it; sample memos and sales ads; and "Fall in a Day's Work" (Audrey Grescoe). (EL)

ED 263 597 CS 209 419

Connors, Robert J., Ed.; And Others
Essays on Classical Rhetoric and Modern Discourse.
REPORT NO.- ISBN-0-8093-1134-8
PUB DATE- 84
NOTE- 291p.
AVAILABLE FROM- Southern Illinois University Press, P.O. Box 3697, Carbondale, IL 62901 ($11.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Educational Trends; English Instruction; Epistemology; Higher Education; Persuasive Discourse; *Rhetoric; *Rhetorical Invention; *Teaching Methods; *Theory Practice Relationship; Writing (Composition); *Writing Instruction
IDENTIFIERS- Classical Rhetoric; Plato; *Rhetorical Theory

Noting the rediscovery by composition scholars of the tradition of classical rhetoric, this collection of essays explores the resurgence in the teaching of written discourse in college English departments. The 18 articles and their authors are as follows: (1) "The Revival of Rhetoric in America," by Robert Connors, Lisa Ede, and Andrea Lunsford; (2) "Plato Revisited: A Theory of Discourse for All Seasons," by James Golden; (3) "On Distinctions between Classical and Modern Rhetoric," by Andrea Lunsford and Lisa Ede; (4) "The Evolution of the Analytic Topoi: A Speculative Inquiry," by Frank D'Angelo; (5) "Translating Theory into Practice in Teaching Composition: A Historical View and a Contemporary View," by James Kinneavy; (6) "Rational Appeal and the Ethics of Advocacy," by George Yoos; (7) "Ethos and the Aims of Rhetoric," by Nan Johnson; (8) "The Continuing Relevance of Plato's 'Phaedrus'," by Donald Stewart; (9) "Issues in Rhetorical Invention," by Janice Lauer; (10) "Enthymemes, Examples, and Rhetorical Method," by James Raymond; (11) "An Adequate Epistemology for Composition: Classical and Modern Perspectives," by John Gage; (12) "Symmetrical Form and the Rhetoric of the Sentence," by Richard Graves; (13) "Figures of Speech in the Rhetoric of Science and Technology," by S. Michael Halloran and Annette Norris Bradford; (14) "Classical Rhetoric and the Basic Writer," by Lynn Quitman Troyka; (15) "Classifying Discourse: Limitations and Alternatives," by Richard Larson; (16) "Why Write? a Reconsideration," by Richard Young and Patricia Sullivan; (17) "The Ideal Orator and Literary Critic as Technical Communicators: an Emerging Revolution in English Departments," by Merrill Whitburn; and (18) "A Bibliography of Works by Edward P.J. Corbett," by Sara Garnes and Charles Zarobila. (HTH)

Reed, W. Michael; Vandett, Nancy M.
Initiation Versus Intensification: The Effect of Topic-Type on the Writing Performance of Basic Writers.
PUB DATE- Feb 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; Higher Education; *Prior Learning; Student Needs; *Syntax; Teaching Methods; Writing Improvement; *Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- *Basic Writing; Syntactic Complexity; *Writing Topics

A re-analysis of data from a previous study was undertaken to determine if student essays catagorized as dealing with group-phenomenon events differed in quality and syntactic complexity from essays categorized as dealing with individually experienced events. The essays of 44 college freshmen in basic writing classes were catagorized as dealing either with incidents experienced by several students (intensification) or with an incident experienced only by the individual student (initiation). Raters scored the essays for topic-type, quality, and syntactic complexity. Results revealed that the students produced 10 intensification and 33 initiation essays, with the intensification essays receiving significantly lower quality scores than the initiation essays. The intensification papers, however, contained more words per clause than the initiation papers. The findings suggest that the intensification topic-type resulted in "syntactic confusion" rather than syntactic maturity. (Excepts from both types of essays are included in the paper.) (FL)

ED 263 684 EA 018 080

Rada, Roger D.; Carlson, Richard O.
Community Dissatisfaction and School Governance.
PUB DATE- 3 Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Board Administrator Relationship; Boards of Education; Elementary Secondary Education; *Governance; Longitudinal Studies; Models; Political Attitudes; *Politics of Education; Press Opinion; *Public Opinion; Public Relations; Public Support; *School Community Relationship; Superintendents; Theories
IDENTIFIERS- *Dissatisfaction Theory

The dissatisfaction theory of school governance predicts that, when community dissatisfaction with schools is great enough, the following events occur: (1) public demand increases for new policies and procedures; (2) the number of split votes by the school board increases; (3) the rate of school board member turnover increases; and (4) involuntary superintendent turnover occurs. The main purpose of this study was to test the dissatisfaction theory of school governance to see if the events it predicts do occur. Three districts with recent labor disputes were selected for a 4-year longitudinal study of community dissatisfaction and its effects. Data were collected from minutes of school board meetings, newspapers, and interviews with school officials. Standards were developed for judging whether observed events matched predicted events, and the theory was modified based on analysis and interpretation of data. Elaborations of the theory were made in the areas of (1) level of community dissatisfaction needed to affect change in school governance, (2) split voting patterns by school boards, and (3) interaction between school board member turnover and split voting by school boards. In cases where predicted events did not occur, a search was made for intervening variables that might explain the theory's failure of prediction. Appended are (1) an index of magnitude-of-demand inputs and (2) the standards used for judging whether or not observed events match predicted events. (TE)

ED 263 347 CE 042 827

Bearden, Lisa J.

Attitude Differences in Public and Private Sector Rehabilitation toward Aging and Older Clients.

PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Aging (Individuals); Comparative Analysis; *Counselor Attitudes; Counselor Characteristics; Counselor Client Relationship; Demography; *Older Adults; Postsecondary Education; *Private Agencies; *Public Agencies; State Surveys; *Vocational Rehabilitation
IDENTIFIERS- *Alabama; Private Sector

A study compared the differences among public and private sector rehabilitation professionals with respect to their attitudes toward aging, fear of aging, and involvement with older clients. Demographic variables of age, sex, race, and educational status were also examined. The study sample included 325 full-time, nonclerical employees of rehabilitation facilities in Alabama--156 private sector and 169 public sector employees. Chi-square analyses of data collected using a 25-item true-or-false survey instrument indicated that age, sex, and educational status were significantly different for the two groups, with age and educational status significantly higher in the public sector group and with more females indicated for the private sector. When the two groups were compared with respect to information on aging, fear of aging, and involvement with older clients, the only difference to emerge was related to involvement--more hours of involvement were indicated for the private sector professionals. (MN)

ED 263 461 CG 018 617

Youth Employment. Policy Statement.

National Collaboration for Youth, Washington, DC.
PUB DATE- Nov 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adolescents; *Financial Support; *Legislation; Program Descriptions; *Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

This paper presents the policy statement on youth employment from the National Collaboration for Youth (NCY). An introduction briefly explains the role of the NCY with regard to youth employment and describes the types of programs and services supported by NCY. A section on background provides statistics on teenagers and employment from the Bureau of Labor Statistics and identifies factors related to the nature and dimensions of the youth employment problem. Myths about teenage unemployment which have hindered society's response to the problem are enumerated and discussed. Also included in the background section are discussions of legislative history, funding history, reasons for NCY interest, and the importance of NCY involvement in the problem of youth employment. The current status of youth employment is examined in the next section. Legislation pending in the United States Congress is listed, current funding status is given, and the current law, the Job Training Partnership Act, is described. Six programs of NCY member agencies are briefly described. The paper concludes with a record of NCY action on the issue of youth employment. (NRB)

ED 263 503 CG 018 660

Lamwers, Linda L.; And Others

Comparison of Three Methods to Reduce Student Procrastination in PSI.

PUB DATE- Aug 85

NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *College Students; Higher Education; Motivation Techniques; *Pacing; *Performance Contracts; Program Effectiveness; Program Improvement; Student Characteristics; Student Evaluation; *Student Motivation

IDENTIFIERS- *Personalized System of Instruction; *Procrastination

While self-pacing may appear to be an ideal solution to problems stemming from individual differences in academic skill levels among college students, students in Personalized System of Instruction (PSI) courses may tend to procrastinate. Three course contingencies were studied for their effectiveness in reducing student procrastination and increasing student progress: Contracting (N=154) whereby students contracted individually with an instructor for testing days; Doomsday and Tokens (N=141) in which students were given deadlines and awarded activity credits for course work completion; and Doomsday (N=148) in which students were given a deadline for course work completion. The dependent measures included date of first testing attempt, student progress in the course, withdrawal rate, and gender distributions. The results revealed that students in the Contracting condition progressed at a faster rate than students in either the Doomsday or the Doomsday and Tokens conditions ($p<.001$), but there were no significant differences in grade distributions or success/failure rates. Withdrawal rates were higher in the Doomsday and Doomsday and Tokens conditions than in Contracting. Contracting was the most effective but also the most costly in reducing procrastination. (Author/ABB)

ED 263 545 CS 008 228

Developing and Improving Student Thinking Abilities. Information Packet.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

PUB DATE- 85

NOTE- 74p.; Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cognitive Ability; *Cognitive Development; *Critical Thinking; Elementary Secondary Education; *Evaluation Criteria; Measurement Techniques; *Metacognition; Problem Solving; Program Development; Program Evaluation; Resource Materials; Student Behavior; *Teaching Methods

The 13 articles in this information packet are intended to assist individuals involved in developing plans to improve student thinking within a school or a school district. The topics discussed include (1) the need to improve student thinking, (2) obstacles that stand in the way of teaching thinking skills, (3) practical approaches to improving thinking skills, (4) teaching for intelligent behavior, (5) teaching thinking skills through an inclusion process, (6) mediating metacognition, (7) knowing when students are getting better at thinking, and (8) some thoughts on thinking and its development. Also included are conditions determining a classroom's thoughtfulness; a list of reference materials on thinking and resources on critical thinking; questions to consider when examining thinking skills programs; and a list of thinking assessment instruments. (HOD)

Ideas Plus: A Collection of Practical Teaching Ideas. Book Three.
National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-2249-3
PUB DATE- 85
NOTE- 62p.; For Books One and Two, see ED 239 301 and ED 251 860, respectively.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Creative Writing; Educational Games; English; *English Instruction; High Schools; Language Acquisition; Language Skills; *Language Usage; *Learning Activities; Listening Skills; *Literature Appreciation; Novels; Poetry; Prewriting; Speech Skills; Teaching Methods; *Writing Exercises; *Writing Instruction

Contributed by high school English teachers from across the United States, the activities contained in this booklet are intended to promote the effective teaching of English and the language arts. Activities described in the first section of the booklet focus on language exploration and include familiarizing students with dictionary information, using a tape recorder to communicate with another class, taking and defending a stand on a controversial issue, and exploring the powerful and pervasive influence of the media on people's thinking. Activities in the second section are designed to stimulate an appreciation and understanding of classical and contemporary literature, and to suggest techniques for introducing literary works to students. Specific activities in this section deal with familiarizing students with emotions or themes prior to reading, stimulating analytical thinking about a literary selection, having students recreate a theme or plot in a modern setting, and suggesting alternatives to the traditional book report. Activities in the third section are intended to produce clear, concise student writing by focusing on point of view, preparing exact descriptions, creating dialogues between characters, and correcting frequently made errors. Several poetry writing assignments and two year-end activities conclude this section. (EL)

ED 263 656 EA 018 031

Cattell, Hudson; McKee, Linda Jones
Partners in Education: Project Summary.
Lancaster City School District, Pa.
PUB DATE- Jul 84
NOTE- 3p.; Paper presented at the Annual Meeting of the National School Public Relations Association (Seattle, WA, July 2-5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Cooperative Programs; Elementary Secondary Education; *School Business Relationship
IDENTIFIERS- Lancaster School District PA; *Partners in Education

Partners in Education is a partnership program involving the School District of Lancaster, Pennsylvania, and the local community, businesses, and industry. The schools receive assistance in the form of time, services, and expertise; the cooperating businesses and industry receive educational services to meet their needs. The program's overall goal is to develop a closer working relationship among the participating agencies, with the focus on the relationship itself rather than on the dollar value of the goods and services involved. The planning process for the program included identifying areas suited to cooperative effort, establishing partnership procedures, and implementing and evaluating the program. Following successful pilot testing, the program was publicly announced in September 1983 and met with an immediately enthusiastic response. Thirty-six partnerships were established in the first year and 24 more were added by April 1 of the second year. More than half of the district's students had received direct benefits by June 1, 1984. Program evaluations by the partners were uniformly favorable and all of the partnerships were renewed or expanded for 1984-85. (PGD)

ED 263 698 EC 180 965

Glimps, Blanche Jackson

The Challenges in Effectively Involving Rural Black Parents of Handicapped Children.

PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Black Family; *Disabilities; Parent Participation; *Parent School Relationship; School Role; Teacher Role

The paper examines the characteristics of black rural families and explores strategies for promoting the parent-school relationship in the education of black rural handicapped children. The importance of families as resources for handicapped children is stressed, although the lack of attention to family and cultural affiliation is seen to reduce the effectiveness of early intervention. Among characteristics noted of black rural families are readily identifiable family structure, a well established relationship between siblings, and a general sense of optimism about the child's future. The paper stresses the need for educators to familiarize themselves with their students' cultural orientation. Strategies for encouraging parent participation in school are suggested, including flexibility in scheduling, alternative meeting formats, and use of black parents in leadership roles within the school. (CL)

ED 263 303 CE 042 242

Bulletin Board Ideas for Health Occupations Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Allied Health Occupations Education; *Bulletin Boards; Check Lists; *Employment Opportunities; *Employment Qualifications; *Health Occupations; Secondary Education

A set of posters presenting 34 bulletin board ideas highlights allied health occupations. Posters focus on employment qualifications and opportunities, education for this field, and career ideals and advantages. Illustrations are accompanied by suggestions regarding color schemes, textured materials, and objects that may be useful in adapting the ideas provided. (KM)

ED 263 419 CE 042 967

Math on the Job. Motor-Vehicle Mechanic.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 27p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Auto Mechanics; *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Enrichment Activities; Equipment Utilization; Learning Disabilities; *Mathematics Skills; Measurement Equipment; Measurement Techniques; Mental Retardation; *Motor Vehicles; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of motor vehicle mechanics and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a motor vehicle mechanic with which the student is likely to be familiar. The next two sections deal with the work environment of the typical motor vehicle mechanic and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by motor vehicle mechanics are provided. Various suggestions are listed for students interested in further exploring the occupation of motor vehicle mechanic. A glossary and answer sheet conclude the booklet. (MN)

ED 263 434 CE 042 982

Math on the Job. Plumber.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 27p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; *Plumbing; Problem Solving; Secondary Education; Skill Development; Special Education; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of plumbers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a plumber with which the student is likely to be familiar. The next two sections deal with the work environment of the typical plumber and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by plumbers are provided. Various suggestions are listed for students interested in further exploring the occupation of plumber. A glossary and answer sheet conclude the booklet. (KC)

ED 263 449 CE 042 998

Koch, William H.; Sancier, Betty
Continuing Education for School Social Workers: A Learner-Friendly Model.
PUB DATE- 9 Nov 85
NOTE- 14p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Needs; Independent Study; *Models; *Professional Continuing Education; Program Content; *Program Design; Program Development; *Program Implementation; *School Social Workers

This paper proposes an andragogical, adult education, or "learner-friendly" model as an appropriate basis for a program of continuing professional education, specifically for school social workers. It discusses the various factors that must be taken into account in the design, construction, and execution of such a program. The following factors that may be useful as screening devices for planning the program are outlined: status of individual learning needs, factors relating to self-directed learning, factors relating to job situation, and factors relating to individual career paths. Other considerations are also addressed, including appropriate content and appropriate learning sources, methods, and formats for a program of continuing professional education for school social workers. Finally, the paper suggests a process involving representatives of the professional association, the employing and regulatory agencies, and university-affiliated educational consultants as a means of leading to the design of a workable program of continuing professional education. A chart lists the tasks to be accomplished by the learners and the roles to be played by participants in the design and implementation of the program (teachers and environment). A short bibliography concludes the report. (YLB)

ED 263 517 CG 018 674

Lips, Hilary M.; And Others

Self-Schema Theory and Gender-Related Behaviors: Research on Some Correlates of University Women's Participation in Mathematics, Science and Athletic Activities.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 85
NOTE- 122p.
GRANT- 410-83-0283-R1
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Females; Higher Education; *Mathematics Anxiety; Perception; *Physical Education; *Science Curriculum; Self Concept
IDENTIFIERS- *Course Selection; *Self Schemas

The usefulness of the self-schema construct for understanding and predicting human behavior and the reason for the gender-relatedness of certain behaviors and experiences were investigated in three studies. The studies examined cognitive correlates of two gender-related behaviors that are more characteristic of and problematic for women than for men: the avoidance of math and science, and non-participation in athletics. Subjects for Study 1 were female undergraduates at the University of Winnipeg: 184 who had taken more than the required one course in basic science; 213 who had not taken math or science courses; and 49 who were taking physical education courses but no math or science courses. Subjects completed questionnaires measuring their self-schemas for math/science ability, physical ability, and general competence; their perceived physical ability and physical self-presentation confidence; a modified Bem Sex Role Inventory; and several open-ended questions about their performance in courses and athletics. Subjects (N=113) who had been identified from Study 1 data as positive, negative, or aschematic with respect to math/science self-schema or physical/athletic self-schema participated in Study 2. These subjects completed a questionnaire measuring endorsement of self-descriptive items, a generation of behavioral examples task, a recall task, and a math performance test. Male (N=8) and female (N=31) undergraduates in a statistical methods course participated in Study 3 which gathered data on the relationship among self-efficacy, self-schema, and mastery training by using the same self-schema and self-efficacy measures used in Study 1. (Results are presented in detail; a 5-page reference list, 33 data tables, and 2 figures are included.) (NRB)

ED 263 532 CS 008 207

Bock, J. Kathryn; Brewer, William F.
Discourse Structure and Mental Models. Technical Report No. 343.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 51p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; *Child Development; Cognitive Development; *Cognitive Processes; Comparative Analysis; *Knowledge Level; Language Acquisition; *Listening Comprehension; *Models; Oral Language; *Reading Comprehension; Writing (Composition)
IDENTIFIERS- *Speaking Writing Relationship

Discourse comprehension involves readers or listeners in constructing mental models using local text information, global text structures, and their general knowledge of the world. An analysis of the literature on children's understanding of spoken discourse reveals that young children are capable of forming mental models from texts, but that their overall level of comprehension may be reduced by factors such as limited general knowledge, inexperience in constructing certain types of mental models, unfamiliarity with particular global text structures, difficulty in understanding anaphoric expressions, and constraints on memory. Differences between written texts and the spoken discourse that children have mastered when they begin school have the potential to exacerbate their comprehension problems. Written text taps a wider range of general knowledge, shows different forms of discourse organization, uses different anaphoric devices, and provides less contextual support than spoken discourse. The major hurdle in the acquisition of discourse comprehension skills may be expository prose. Since more of the knowledge that students are expected to acquire in school is conveyed in that format, facility in dealing with expository discourse represents a crucial step in the development of text understanding. (HOD)

ED 263 642 CS 505 121

Rozema, Hazel J.
Increasing Class Size in the Basic Course through a Laboratory Approach.

PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Class Organization; *Class Size; *Course Content; Course Descriptions; Higher Education; Interpersonal Communication; *Learning Laboratories; Mastery Learning; Public Speaking; *Speech Communication; *Speech Instruction; *Teaching Methods

A laboratory approach to instruction is employed in the basic speech communication course at a southern university. Approximately one-third of the semester is spent on public speaking and performance assignments, while the remainder of the course focuses on interpersonal communication. During the oral performance part of the course, half of the students are frequently excused from class attendance to complete laboratory assignments while the instructor works with the remaining 25 students. The lab was instituted during a period of rapid growth when there were insufficient funds to add several faculty positions to cover the demand for the basic speech course. The laboratory approach allows the department to handle twice as many students with the same number of instructors and sections. The study center coordinator is hired at a lecturer's salary, and the rest of the study center staff consists of undergraduates on work-study salaries. Students purchase a course syllabus that describes 16 self-instructional units on topics such as theories and models, self-disclosure, listening, and nonverbal communication. Students use a variety of media in completing these units, including computers, after which they demonstrate their mastery of one of five objective test forms. When the laboratory work is completed, the coordinator provides the instructor with a record of the students' lab work, which is added to their grades. Among the advantages of the system are the flexibility it provides the instructors with the syllabus units, the flexibility it provides students by being open during the day and the evening, and the individualized instruction of the mastery system. (HTH)

ED 263 361 CE 042 860

McElhinney, James H.
Criticism and Learning.
PUB DATE- Nov 85
NOTE- 4p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Classroom Techniques; Critical Thinking; *Evaluative Thinking; *Learning; *Self Evaluation (Individuals); *Teaching Methods
IDENTIFIERS- *Criticism

This brief paper on work-related criticism begins by describing the school learning area, which is composed of social and work relationships. It discusses criticism and the importance of constructive criticism that is work related. An outline then lists practices that are advocated regarding work-related criticism. The first major section of the outline concerns steps and recommendations for teacher criticism of the learner in work situations. The second major section focuses on teaching a learner to be his/her own critic. It is divided into two subsections, the first of which details appropriate situations (where a learner creates a product or masters a new competency). The second subsection makes recommendations for teaching practices designed to teach the learner to criticize himself/herself. (YLB)

ED 263 581 CS 209 387

Grade 12 Diploma Examination, English 33. Part B: Reading (Multiple Choice). Questions Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85
NOTE- 21p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; *Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 33 in Alberta, Canada, this reading test contains 65 multiple choice test items over the 8 readings in the readings booklet. The questions examine students' skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, (3) understanding and interpreting human experience and values as expressed through literature, and (4) finding and using information for a particular purpose. (EL)

ED 263 627 CS 209 473

Wagner, Betty Jane
Integrating the Language Arts. ERIC Digest.
ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-83-0025
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Classroom Environment; *Curriculum Development; Elementary Education; *Integrated Curriculum; *Language Acquisition; *Language Arts; Language Research; *Teaching Methods
IDENTIFIERS- ERIC Digests

Intended for administrators and policymakers as well as teachers, this digest provides a rationale for an integrated language arts curriculum. The digest first defines integrating the language arts curriculum as providing natural learning situations in which reading, writing, speaking, and listening can be developed together for real purposes and real audiences. It then explores some of the research supporting integrated language arts instruction: first language acquisition research, emergent literacy studies, and classroom based research. Finally, the digest explores how the language arts can be integrated, suggesting that teachers focus on something other than language and provide an environment rich with resources for making language connections. (HTH)

ED 263 304 CE 042 415

Secretary's Awards for Outstanding Adult Basic Education Programs. 1985.

Office of Vocational and Adult Education (ED), Washington, DC. Clearinghouse on Adult Education.

PUB DATE- 85
NOTE- 24p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Programs; Basic Skills; *Daily Living Skills; Deafness; Demonstration Programs; *English (Second Language); *High School Equivalency Programs; *Literacy Education; Program Descriptions; School Community Relationship
IDENTIFIERS- *General Educational Development Tests

Profiles are provided for the outstanding adult basic education (ABE) program in each of 10 regions. Each profile provides a brief background; discusses the program's focus(es); describes program activities, operation, and components; presents some figures on the population served; and provides the name, address, and telephone number of a contact person. These programs are included: Nashua (New Hampshire) Adult Learning Center ABE Program; Fair Law (New Jersey) ABE Program for the Deaf; Fairfax (Virginia) Adult Integrated Network (FAIN); ABE, Caldwell Community College and Technical Institute, Hudson, North Carolina; ABE--Lawrence Adult Center, Springfield, Illinois; Dona Ana Branch Community College--ABE, New Mexico State University, Las Cruces, New Mexico; Alliance, Nebraska ABE; Billings (Montana) Adult Education Center; Rio Salado ABE, Rio Salado Community College, Phoenix, Arizona; and Sitka (Alaska) Basic Education Program. (YLB)

La Barre, Allan A.
Veterans as Students: A Review of the Literature.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Federal Aid; *Higher Education; Literature Reviews; *Student Characteristics; Student Financial Aid; Training Allowances; *Veterans; *Veterans Education
IDENTIFIERS- *G I Bill

The literature reviewed in this paper depicts the veteran as an older student who performs better academically than the nonveteran. This is accomplished despite lower aptitude scores and a lower high school percentile rank. The veteran is career-oriented, committed to the educational process, and better able to use the education once it is obtained. The veteran works either full- or part-time to supplement income from the G.I. Bill. Veterans enroll in public, state-supported schools with lower tuition costs and a greater variety of courses. The veteran tends to be more interested in business courses with a more direct application and immediate return. The veteran, who may be only slightly older than the nonveteran, has the advantage of considerable work experience in the Armed Forces. This work experience may make the veteran eligible for advanced academic standing through nontraditional credit earned in the Armed Forces. A heightened sense of self-esteem, brought about through experience and military training, combined with financial assistance (G.I. Bill) creates a strong desire to succeed. More research is needed in comparing the veteran to the adult student because of a great similarity between the two. Attitudes toward learning and sense of self-esteem should be compared. (YLB)

ED 263 333 CE 042 792

Rusnell, Dale
Continuing Education Evaluation Manual for School Districts of British Columbia.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
REPORT NO.- ISBN-0-7726-0311-1
PUB DATE- 85
NOTE- 229p.; Several sections are printed on colored paper.
LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Continuing Education; Educational Change; Educational Improvement; *Evaluation Methods; Foreign Countries; Guidelines; Planning; *Program Evaluation; *School Districts; *Self Evaluation (Groups)
IDENTIFIERS- *British Columbia

This manual outlines a process for evaluating continuing education divisions within the public school districts of British Columbia. Its purpose is to assist local personnel to plan and conduct evaluations within their own districts. Guidelines and suggestions are included for each group associated with the evaluation. In some cases, sample documents are included for direct use or as ideas for developing documents that may be more suitable for the local situation. Section I is an introduction. Section II outlines administrative issues and explains the roles and duties of various people connected with the project. Section III explains each step of the internal assessment, including planning, information collection, information analysis, and writing of the internal assessment report. Duties of the External Review Team are described in Section IV. Section V explains followup activities for implementing the recommendations. Section VI includes ample evaluation forms and project documents, including a sample community profile and sample survey forms. (YLB)

ED 263 348 CE 042 828

Moore, Annie M.
A Guide to Researching the Criminal Justice/Corrections Field.
PUB DATE- Dec 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; Annotated Bibliographies; *Correctional Rehabilitation; *Criminal Law; Library Guides; *Library Materials; Postsecondary Education; Reference Materials; Research Methodology; *Research Papers (Students); *Research Tools

This combination guide and bibliography is designed to assist students enrolled in classes in the criminal justice/corrections field. Step-by-step guidelines for writing a term paper are presented along with a bibliography listing resources dealing with corrections and criminal justice that are available in the Chicago State University library. Procedures for choosing a topic are outlined. The next section, which deals with finding materials on a given term paper topic, includes general guidelines for using various types of reference materials (abstracts and indexes, bibliographies, dictionaries and encyclopedias, dissertations and masters theses, handbooks and manuals, statistics, and yearbooks) and describes several relevant examples of each type of publication. Concluding the guide is a bibliography of works dealing with composing a research paper. (MN)

ED 263 377 CE 042 890

MacFarland, Thomas W.
A Rationale for the Use of Behaviorism in Vocational Education.
PUB DATE- Dec 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Behavioral Objectives; Competency Based Education; *Criterion Referenced Tests; Learning Modules; *Linear Programing; Programed Instruction; Secondary Education; *Student Evaluation; *Task Analysis; *Vocational Education
IDENTIFIERS- *Behaviorism

Because preparing people for the world of work remains the primary purpose of vocational education, the behaviorist approach is the preferred learning theory on which to base vocational instruction. Other instructional activities aligned with behaviorism that are regularly used by vocational educators are active responding, required practice, and shaping. These activities, along with task analysis, behavioral objectives, modular instruction based upon linear programming, criterion-referenced evaluation, and similar activities, are directly aligned with competency-based vocational education. Thus, not only should vocational educators base their instructional programs on the principles of behaviorism, but they should also incorporate current findings in the area of behavioral research into their presentation of material. (MN)

ED 263 391 CE 042 909

Work Site Training for Special Education Students. Final Report.

American School for the Deaf, West Hartford, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.
PUB DATE- 5 Aug 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disadvantaged; Educational Needs; *Employment Potential; *Hearing Impairments; *Job Skills; *Multiple Disabilities; Program Development; *Program Implementation; Secondary Education; Transitional Programs; *Work Experience Programs

A project was conducted by the American School for the Deaf in Hartford, Connecticut, to train deaf, multiply handicapped students in job readiness skills and to place them in work experience programs. The one-year project served 17 multiply handicapped, hearing-impaired students, 18 to 20 years old, who were enrolled in the Special Unit program of the school. Of these, 47 percent were minorities. Their handicaps included a severe hearing loss and one or more of the following: learning disabilities, multilingual backgrounds, educational and/or cultural disadvantagement, educational mental retardation, mild behavioral disorders, and/or visual impairments. Based on their evaluated abilities and the assessment of the instructor, students were selected and placed into transitional training work sites through the course of the school year. Students first attended classes on employability skills, then attended a temporary work assignment. Students were then moved into on- and off-campus placement, with eight students completing off-campus placements and the remainder having one or more on-campus training jobs. The project was considered successful. Recommendations were made for more aggressively recruiting off-campus employers and training them to work with hearing-impaired multiply handicapped students. The program may be continued as needs arise, possibly starting with younger students. (KC)

ED 263 405 CE 042 933

Reubens, Beatrice G.
Adult Education and Training in Western European Countries.
National Commission for Employment Policy (DOL), Washington, D.C.
REPORT NO.- RR-86-02
PUB DATE- Jan 86
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Counseling; *Adult Education; Adult Educators; Adult Learning; Adult Literacy; Agency Cooperation; Disabilities; Educational Certificates; *Educational Cooperation; Educational Finance; Educational Practices; Federal Aid; Females; Foreign Countries; Illiteracy; Industrial Training; Information Sources; Inplant Programs; Institutional Cooperation; Job Training; Models; *Staff Development; Standards; Student Certification; Teacher Education; *Teaching Methods; Unemployment; Womens Education
IDENTIFIERS- *Europe (West); United States

No single system or model of adult education and training describes the actual situation in the countries of Western Europe. Considerable variability exists from nation to nation in regard to scope, characteristics, organization, and financing. The countries, however, share an interest in the deliberate expansion of all phases of adult education. In contrast to the United States, Western European countries divide education and training responsibilities between separate national agencies, exhibit more government promotion and support for adult education, and have publicly sponsored vocational training for adults that is more permanently established, better organized and financed, more able to teach a large range of skills, and is more widely used by the labor force. Despite these general differences, many general and specific approaches in Western European countries offer potentially useful leads for U.S. policymakers. Policies and practices that seem particularly pertinent to U.S. concerns fall into seven areas: (1) providing wider access to adults; (2) targeting on special problems and groups; (3) information, counseling, and supervision of standards; (4) staffing, training, learning methods, and accreditation; (5) breaking down institutional rigidities and divisions of authority; (6) financing public adult education and training; and (7) increasing the training offered by employers. (YLB)

ED 263 462 CG 018 618

Substance Abuse. Policy Statement.
National Collaboration for Youth, Washington, DC.
PUB DATE- Nov 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Drinking; *Drug Abuse; *Financial Support; *Legislation; Marihuana; *Prevention; Program Descriptions; *Smoking
IDENTIFIERS- *Substance Abuse

This paper presents the policy statement on substance abuse from the National Collaboration for Youth (NCY). The policy statement section lists programs and activities supported by the NCY. A section on background includes a statement of the issue of substance abuse. Areas examined in this section include alcohol abuse and drunk driving among youth, marijuana use, and cigarette smoking. Smoking and attitudes toward smoking are examined among young children, adolescents, men, women, and pregnant women. The influence of school, family, peers, and advertising in determining smoking behavior is discussed and general categories of current smoking education programs are listed. Other background information discussed includes past legislative and funding history, reasons for NCY interest in the prevention of substance abuse, and the importance of NCY involvement in substance abuse prevention activities. The current status of prevention efforts is reviewed including the legislative and funding status and descriptions of three substance abuse prevention programs of NCY member agencies. It is noted that, although there has been no NCY action on the issue of substance abuse, some NCY agencies have supported specific legislation. (NRB)

ED 263 546 CS 008 229

Malena, Richard F.; Atwood, Karen

Students and Studying: An Integrated Approach.

PUB DATE- Jan 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Southwest Regional Conference of the International Reading Association (13th, Albuquerque, NM, January 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; *Content Area Reading; Higher Education; Learning Strategies; *Metacognition; Models; Reading Skills; *Reading Strategies; Secondary Education; *Study Skills; *Teacher Role; *Teaching Methods
IDENTIFIERS- PREP Study System

Students must be shown not only how to use study strategies, must also why the strategy should be undertaken and what it is expected to achieve. The how-to-do-it step is not sufficient for all students to grasp study strategies. The teaching of these strategies must be direct, deliberate, and systematic. The metacognitive skill (why) must accompany the direct teaching of the cognitive skills to ensure student purpose and utilization. To be effective, teaching should follow a pattern that emphasizes modeling, guided practice, application, and feedback. A study strategy that includes both the reading and the study skills necessary for content area work is the PREP study system. The "P" refers to the preview step, in which the teacher draws students' prior knowledge to the fore by examining the title, subtitles, introductions, summaries, and graphic aids in the content text before reading actually begins. The next step, active reading ('R"), involves finding the answers to the questions posed in the "P" stage, using such aids as margin noting and highlighting. This is followed by "E", examining, or showing students how to use notes or maps. Finally, the "P" or prompt, involves the use of multisensory learning (oral recitation, acronyms, and mnemonic devices) to transfer the overt strategy to a personalized covert strategy. (Activities to reinforce students' notetaking are appended.) (HOD)

ED 263 612 CS 209 450

Reutzel, D. Ray; Merrill, Jimmie D.
Writing with Basals: A Sentence Combining Approach to Comprehension.
PUB DATE- May 85
NOTE- 13p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basal Reading; Elementary Education; Instructional Materials; *Reading Materials; *Sentence Combining; Sentence Structure; *Teaching Methods; *Writing Exercises; Writing Instruction

Sentence combining techniques can be used with basal readers to help students develop writing skills. The first technique is addition, characterized by using the connecting word "and" to join two or more base sentences together. The second technique is called "embedding," and is characterized by putting parts of two or more base sentences together without the use of "and." The third technique is "coordination," which joins two equally important base sentences together using one of four grammatical elements: coordinating conjunctions, a semicolon, a semicolon with a conjunctive adverb, or a correlative conjunction. The final technique, "subordination," involves combining two or more base sentences to emphasize a dependence of one upon the other, by using a subordinating conjunction, relative connectors, or prepositions. There are five signaling devices that can be used to direct students' attention to key points in the text where sentence combining can occur: arrows, umbrella signals, margin signals, footnote signals, and boxes. (Examples of the four techniques are included in the paper, and the appendixes contain lists of coordinating and correlative conjunctions, as well as conjunctive adverbs, and examples of basal story excerpts using the signaling devices and the sentence combining techniques.) (HTH)

ED 263 671 EA 018 065

Gray, Harry
Management Development in Areas Where the Concern for Such Activity Is Recent. Some Preliminary Notes.
PUB DATE- Sep 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Consultants; Educational Economics; Elementary Secondary Education; Financial Problems; Foreign Countries; *Inservice Teacher Education; *Leadership Training; *Management Development; Organizational Change; *Professional Development; *Supervisory Training
IDENTIFIERS- United Kingdom

Perceptions regarding the theory and practive of educational management development in the United Kingdom are offered in this essay. It is suggested that most educators prefer theoretical discussion of management to practical help, and that teachers often are difficult to teach on account of intellectual egotism--a resistance to experiential learning. Yet management development is essentially an affective process in which a manager reflects on his own experience in order to develop appropriate theories, and authority derives from his own understanding. Accordingly, there are certain principles that apply to the introduction of management thinking across the board. The first is that trainees need both a cognitive and experiential understanding of how organizations work; the more financial awareness can be brought to rank and file members, the more managers will feel the need to think and act with true managerial responsibility. The use of consultants is recommended as a way to bring about satisfactory management development. It is probable that many new sectors will open to good management quickly, now that a national awareness of economic restraints and opportunities has been encouraged and sustained. (TE)

ED 263 685 EA 018 088

Russell, William C.
Litigation and the Policy Process: The Impact of "Stevenson v. Jefferson County Public Schools" on Racially Disproportionate Suspension.
PUB DATE- 85
NOTE- 92p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Court Litigation; *Discipline Policy; Educational Policy; Elementary Secondary Education; Equal Education; Racial Bias; *Racial Discrimination; School Community Relationship; School Desegregation; School Law; *Student Rights; *Suspension
IDENTIFIERS- Kentucky (Louisville); *Mark Stevenson v Jefferson County Public Schools

This study examines discipline policy reform resulting from pressure that arose from a class-action suit, "Mark Stevenson v. Jefferson County Public Schools," alleging racially discriminatory discipline policies and procedures. The suit forced the school system and community in Louisville (Kentucky) to negotiate substantially revised discipline policies. The historical context of the case is first reviewed, followed by an indepth discussion of the litigation and its effects on the community. The second and third sections focus on policy revisions arising from the settlement, and on procedures for monitoring compliance with the settlement agreement. The new policies enhanced student rights and emphasized parental involvement and alternatives to suspension and corporal punishment. Statistical analysis of three years of suspension data indicates that implementation of the new policies has been irregular and inadequate, though some progress is reported. Black student suspensions remain disproportionately high, but the problem is evident in fewer schools. Statistical tables are included. (Author/TE)

ED 263 699 EC 180 966

Murphy, Linda; Corte, Suzanne Della

Special Parent/Special Child Practical Pointers for Parenting Handicapped Children. Volume I, Nos. 1-6, January-December 1985.

PUB DATE- 85
NOTE- 47p.
AVAILABLE FROM- Lindell Press, Inc., P.O. Box 462, South Salem, NY 10590 ($15.00 year, $3.00 per year).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavior Change; Behavior Problems; *Communication Skills; Coping; *Disabilities; *Discipline; Family Relationship; *Parent Role; *Play; Recreation; Siblings; Speech Skills; Stress Variables; Young Children

Six issues of the newsletter address practical matters for parents of handicapped children. The first issue examines behavior and offers suggestions such as avoiding inconsistency and idle threats while holding reasonable expectations. The second issue continues the discussion on behavior with ideas for disciplining the child fairly but effectively, especially regarding eating habits, bedtime behavior, and public behavior. The third issue focuses on enhancing speech and communication skills and includes a review of normal speech development and a discussion of ways parents can help promote speech. The fourth issue emphasizes the value of play, offering suggestions for indoor and outdoor play. Guidelines for preparing the young child for school and rights of the parent of a handicapped child are summarized in the fifth issue. The final issue focuses on relationships within the family of the handicapped child. Additional columns in each issue give a psychologist's viewpoint on siblings, acceptance of the child's disability, and hints for stress management. (CL)

ED 263 362 CE 042 861

Geldof, Dick J.; And Others
Exemplary Youth Employment Programs Survey Report.
National Association of Private Industry Councils, Washington, DC.
PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demonstration Programs; Education Work Relationship; *Employment Programs; Federal Programs; *Job Skills; *Job Training; *Program Implementation; Surveys; Work Experience; Youth Employment; *Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

Service Delivery Areas (SDAs) and Private Industry Councils (PICs) were surveyed concerning their implementation of Exemplary Youth Employment Programs described in Section 205 of the Job Training Partnership Act. Surveys were mailed to over 500 agencies. Of the 219 responding agencies, 77 percent were operating at least one Exemplary Youth Employment Program and 37 percent of those not running such programs planned to do so. Of the respondents: 70 percent operated Pre-employment Skills Training (PST) programs; 27 percent operated Education for Employment (EE) programs; 26 percent operated School-to-Work Transition (SWT) programs; and 83 percent operated Entry Employment Experience (EEE) programs. High percentages felt their programs strongly resembled youth programs run under the Comprehensive Employment and Training Act--42 percent of PST, 53 percent of EE, 38 percent of SWT, and 44 percent of EEE. The numbers of clients served had increased for all programs. PIC-approved youth employment competencies were used among 81 percent of responding PST programs, 70 percent of EE, 61 percent of SWT, and 65 percent of EEE. Recommendations were for (1) policymakers to focus on skill development, not just placement; (2) legislation to provide support (technical assistance and training) for mandated program designs; and (3) examination of incentives to encourage model use. (YLB)

ED 263 476 CG 018 633

Werner, Carol M.
Practical and Ethical Aspects of Field Research.
PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985). Uneven type quality may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ethics; *Graduate Students; Higher Education; *Moral Values; Practicums; *Practicum Supervision; *Psychology

The increased movement of psychologists away from academic settings requires the integration of socially relevant activities into psychology graduate programs. It is important for students in practicum programs to get access to applied opportunities and to function ethically in those opportunities. Getting access has been achieved in several ways. Most graduate programs with practicum opportunities depend on a network of psychologists in the community to provide access and supervision. It is valuable for graduate programs to maintain a network of nonacademic psychologists who are qualified and willing to supervise graduate student practice in various work settings. Functioning ethically is somewhat more complicated. Psychologists must admit that all research, especially work in the field, is value-laden. If practicum experience is required of students, a variety of opportunities, permitting the expression of a variety of values, should be made available. Involvement in socially relevant class projects should be voluntary. Graduate students who go to work for an agency should explore the agency's value system before entering the practicum. Students and faculty should be made aware of the profession's ethical guidelines regarding their roles as researchers and as consultants. One advantage of having practica supervised by qualified psychologists is that, through role modeling and explicit discourse, the supervisor can help to develop an appropriate sense of ethics and professional integrity. (Author/NRB)

ED 263 490 CG 018 647

Trushin, Barbara Y.
A Plan to Reduce Referrals for Psychological Evaluation in the South Central Area of Dade County Schools. Practicum Report.
Nova Univ., Fort Lauderdale. Center for the Advancement of Education.
PUB DATE- 4 Jun 85
NOTE- 128p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Elementary Education; Inservice Teacher Education; Program Development; Program Effectiveness; *Program Implementation; *Psychological Evaluation; Special Education; *Student Evaluation; *Student Needs; *Teacher Workshops
IDENTIFIERS- Dade County Public Schools FL

This practicum report presents a plan to reduce referrals for psychological evaluations in the schools in Dade County, Florida. Three goals of the plan are identified: (1) to reduce the backlog of referrals in three elementary schools; (2) to improve the placement rate of those students who are referred; and (3) to help teachers identify children who might qualify for programs, understand state criteria for placement, and learn alternatives to testing for special education. Chapter I describes the community in which the project was implemented. Chapter II provides a description of the problem along with documentation, gives an analysis of the causes, and shows the relation of the problem to the literature. Chapter III states the anticipated outcomes and describes evaluation instruments used and the plans for analyzing results. Chapter IV discusses and evaluates possible solutions, justifies the solution selected, provides a calendar plan for implementation, and reports on the actions taken, including the conducting of three teacher in-service workshops at the target elementary schools. Chapter V presents the results of the project, conclusions, and recommendations. Appendices contain an organizational chart; referral packet forms; a map of the project area; school reports from the target schools; an analysis of open cases; data on the Exceptional Student operations; the Teacher's Handbook for Special Education; and sections on specific learning disabilities, emotionally handicapped students, and the educable mentally handicapped. Workshop forms and a list of counseling services in the project area are also given. (NRB)

ED 263 504 CG 018 661

Alzheimer's Disease. Report of the Secretary's Task Force on Alzheimer's Disease.

National Inst. of Mental Health (DHHS), Rockville, MD.

REPORT NO.- DHHS-ADM-84-1323
PUB DATE- Sep 84
NOTE- 123p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Aging (Individuals); *Family Problems; Federal Programs; Health Education; *Health Programs; Medical Care Evaluation; Medical Education; *Medical Research; *Older Adults; Public Health Legislation; Social Support Groups; Special Health Problems
IDENTIFIERS- *Alzheimers Disease

This report of the Health and Human Services Department Task Force on Alzheimer's Disease addresses nine main areas in a problem-oriented approach aimed at better defining research needs and options as well as training, service, and policy issues relevant to Alzheimer's disease. Individual chapters deal with research in the areas of epidemiology, etiology and pathogenesis, diagnosis, clinical course, treatment, the family, and systems of care. Other chapters concentrate on issues related to the training of research and clinical personnel and educational materials and information dissemination for professionals and the public. Sections in each chapter contain recommendations for research, for training (research and clinical), and for information dissemination. References are listed and an extensive appendix of projects on Alzheimer's disease supported by federal programs is included. (ABB)

ED 263 562 CS 209 365

Gasser, Judith G.
Enhancing Written Language Development: Is It Possible?
PUB DATE- Sep 84
NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (1st, Kansas City, MO, September 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Childrens Literature; Creative Writing; Integrated Activities; Integrated Curriculum; *Language Acquisition; Language Processing; *Linguistic Competence; Linguistic Performance; Sentence Combining; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Skills; *Written Language

Reflecting interest in children's language development, including an increased emphasis on written language production, this paper contains a review of research, some assumptions about children's language development, and a list of objectives for a combined literature and writing program for above-average students at the intermediate level. The research reviewed in the paper led to the following assumptions: that a sequential development in syntactic maturity is reflected in language usage; that by the age of eight a greater variety in the use of verbs and sentences is possible; that children's uses of sentence types and sentence structure patterns reflect the type of texts they read; and that children's literature serves as a model for developing more creative and grammatically interesting writing. The paper then lists eight activities for stimulating written language development, some of which include utilizing award-winning books, sentence combining lessons, creative writing, an introduction to a variety of literary forms, a review of the elements of expository writing, and a variety of publishing techniques to display and share the children's work. References containing teaching suggestions and a list of children's books are appended. (EL)

ED 263 598 CS 209 422

Chilver, Peter; Gould, Gerard

Learning and Language in the Classroom: Discursive Talking and Writing across the Curriculum.

REPORT NO.- ISBN-0-08-031306-X
PUB DATE- 82
NOTE- 153p.
AVAILABLE FROM- Pergamon Press Inc., Maxwell House, Fairview Park, Elmsford, NY 10523 ($8.90).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Classroom Communication; Cloze Procedure; *Content Area Writing; Creative Writing; *Discussion Groups; Expository Writing; Group Discussion; Integrated Activities; Language Role; Language Usage; Learning Processes; *Learning Strategies; Learning Theories; Notetaking; Reading Instruction; Reading Skills; Student Reaction; *Teacher Role; Teaching Methods; *Writing Instruction; Writing Skills

Written by teachers for teachers, this book on language in the classroom is concerned with the various ways children are taught and the various ways they learn in response to that teaching. Chapter 1 analyzes the prewriting discussion of a group of 16 year olds to provide a model of language in use, and suggests four factors affecting the quality of the discussion. Chapter 2 uses this model as a basis to suggest specific problems arising in discursive work relating to these four factors. Using the same model, chapters 3 and 4 examine the teacher's role--both in group and in class discussion--to outline the teacher's contribution to learning. Chapters 5 and 6 look at reading across the curriculum, first considering small groups of children discussing a prose passage and a cloze comprehension test, and then outlining the teacher's role in the development of children's reading. Chapter 7 explores the teacher's role in helping children to make useful notes, while chapters 8 and 9 examine the teacher's role in the development of children's writing--first story writing and then discursive writing--using examples from one pupil's work over five years. The conclusion draws together the different discursive activities of talking, reading, and writing in relation to the development of the child and the work of the teacher. References, a reading list, and a brief index of a pupil's activities are appended. (EL)

ED 263 628 CS 505 068

Friestad, Marian; Thorson, Esther
The Role of Emotion in Memory for Television Commercials.
SPONS. AGENCY- American Broadcasting Co., New York, N.Y.
PUB DATE- May 85
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Cognitive Processes; Communication Research; Emotional Experience; *Emotional Response; *Memory; *Models; Recall (Psychology); Recognition (Psychology); *Television Commercials
IDENTIFIERS- *Emotions

A study applied an associative coding model to discern how emotions experienced during television commercials affect the strength and content of viewer memory for the commercials. Subjects, 25 males and 49 females enrolled at a large midwestern university, tested the model. Emotion was indexed by having viewers continuously turn a dial as they watched four categories of emotional messages: neutral, positive, negative, and poignant. Memory was indexed by the probability of recall and the content of the recall protocols. Following recall, subjects indicated how much they liked the commercials. Results showed that emotional commercials were more likely to be recalled and generated more retrieval of executional information, descriptive words, and inferences than neutral commercials. Emotional commercials were also liked better. Only in repetitions of product category and in generating product characteristics did neutral commercials out-perform emotional ones. Results suggest that a model of episodic memory detailed enough to include emotional events will yield a better picture of how people process television messages. Advertising messages can thus be more accurately designed to meet goals formulated in a marketing plan. (DF)

ED 263 657 EA 018 032

Clabaugh, Gary K.; Vogel, Robert
Public Policy and Learning Technology: On the Trail of the Red Herring.
PUB DATE- Nov 84
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Technology; Teacher Attitudes; *Teacher Education; Teacher Effectiveness; Teaching Skills

According to dictionary definitions, the concept of "technology" does not have to involve hardware, but refers instead to the application of scientific methods or scientifically derived knowledge to a practical task. Despite the availability of complex new instructional hardware to teachers, very little in the way of pedagogical technology has been effectively provided them. They rely instead on tradition, common sense, and charisma, and often adopt the attitude of "know-nothingism" that goes along with these imprecise guides to teaching practice. Such attitudes prevent the development of commonly understood information about teaching. The most powerful technology available to teachers today is based on the psychological and biological principles underlying human growth and development, yet too few teachers know, understand, or can apply the concepts drawn from these fields to their work with students. Until a technology of teaching is developed that will help teachers understand the impact and effective utilization of the tools at their disposal, training teahcers to use advanced hardware may only lead to their having greater impact in their incompetence. (PGD)

ED 263 582 CS 209 388

Grade 3 Language Arts Achievement Test. Part A: Expressive Language (Writing).

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85
NOTE- 8p.; For Part B see CS 209 389.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; Foreign Countries; Grade 3; Primary Education; Student Evaluation; Test Items; Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta

Intended for students taking the Grade 3 Language Arts Achievement Test in Alberta, Canada, this booklet contains the writing portion of the test, which requires the student to write an imaginative composition in response to a brief passage. The booklet contains space both for planning the composition and for writing the finished work. (EL)

ED 263 420 CE 042 968

Math on the Job. Janitor/Maintenance Person.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 25p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Building Operation; *Career Awareness; Career Education; Cleaning; *Custodian Training; *Disabilities; Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Maintenance; *Mathematics Skills; Mental Retardation; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of janitors and maintenance persons and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a janitor/maintenance person with which the student is likely to be familiar. The next two sections deal with the work environment of the typical janitor/maintenance person and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by janitors/maintenance persons are provided. Various suggestions are listed for students interested in further exploring the occupation of janitor/maintenance person. A glossary and answer sheet conclude the booklet. (MN)

ED 263 435 CE 042 983

Math on the Job. Taxi Driver.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 27p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; Work Environment
IDENTIFIERS- *Taxicab Drivers

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of taxi drivers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a taxi driver with which the student is likely to be familiar. The next two sections deal with the work environment of the typical taxi driver and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by taxi drivers are provided. Various suggestions are listed for students interested in further exploring the occupation of taxi driver. A glossary and answer sheet conclude the booklet. (KC)

ED 263 450 CE 042 999

Bruno, Sam J., Ed.; Pettit, John D., Jr., Ed.
Travel in Time: Tradition to Technology. Proceedings of the 1985 ABC International Convention (Chicago, Illinois, October 1985).
Association for Business Communication, Houston, TX.
PUB DATE- 85
NOTE- 318p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Business Administration; *Business Communication; *Business Education; *Communication Skills; Decision Making; Graduate Study; Higher Education; *Organizational Communication; Program Effectiveness; Readability; Skill Development; Teaching Methods; Technical Writing; *Writing Skills

These conference proceedings contain the following 23 presentations: "Development of a Communication Skill Model Using Interpretive Structural Modeling" (Karen S. Nantz and Linda Gammill); "The Coincidence of Needs: An Inventional Model for Audience Analysis" (Gina Burchard); "A Computer Algorithm for Measuring Readability" (Terry D. Lundgren); "If Managers Must Write, Management Students Must Write" (Shirley Kuiper and Cheryl M. Luke); "Communication Effectiveness of Organizational Mission Statements" (Daniel S. Cochran and Fred R. David); "Readability and Effectiveness of Cancer Information Pamphlets, a Preliminary Assessment" (Shirley Kuiper); "Communicating Image in Annual Reports: Has Creative Writing Eliminated Differences?" (Larry R. Smeltzer and Fred G. Stickels); "How Will We Edit Electronically Transmitted Text?" (David K. Farkas); "Ethical Decision Making as a Management Imperative for Organizational Communication" (Phillip V. Lewis and John E. Timmerman); "Using an Interview-Based Approach to Diagnosing Functional Organization Problems" (James H. Conley and P. Nick Blanchard); "Crisis Communication: How to Handle Bad News" (James A. Crapko); "An Investigation of the Environmental Scanning Habits of Managers" (J. Lynn Johnson and Ralph Kuehn); "Storyboarding and Group Writing: Preliminary Findings" (Michael B. Goodman); "Minority Managers/Executives--Their Perceptions of Business Communication" (Herbert W. Hildebrandt); "Collaborative Learning in the Business Writing Classroom" (G. Douglas Meyers); "Teaching Future Managers How to Teach Business Communication Skills" (Charles M. Vance); "Teaching International Business Communication: A Review and Critique" (Gary F. Kohut and Carol M. Baxter); "Business Graduates' Perceptions of Responsibilities for Communication Skills Development: Implications for Instruction" (James Calvert Scott and Carol A. Lundgren); "How Much Grammar Is Enough?" (Michael J. Herrick); "Can Students with Low Grammar Competency Learn Technical Writing Skills?" (Jill Austin, Daniel S. Cochran, Danny R. Arnold); "What You Say Affects How You Say It: Sentence Structure" (Margaret Ann Baker, Patricia Ann Pearson, Sam L. Graham); "A Developmental Training Approach to the MBA Communication Skills Program" (Marcy L. Krugal); and "Program in Business Communication at the University of Texas at Austin: a Pre-Test-Post-Test and Experimental-Control Group Analysis of the Personnel Department's Training" (James D. Bell and Deborah Kerr). (YLB)

ED 263 518 CS 008 088

Rauch, Margaret; Fillenworth, Ceil

Paired Courses: One Method for Enhancing Academic Success.

PUB DATE- 20 Apr 85

NOTE- 33p.; Paper presented at the Minnesota Post-Secondary Reading Council's State Conference (White Bear Lake, MN, April 20, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Achievement Gains; College Freshmen; Content Area Reading; Higher Education; *High Risk Students; Improvement Programs; Integrated Activities; Reading Centers; *Reading Improvement; *Remedial Programs; *Student Improvement; *Study Skills

IDENTIFIERS- *Paired Courses

The Reading Center at St. Cloud State University provides individual and small group assistance to students needing help with academic course work, as well as two classes for credit. Recently the center has been pairing a reading and study skills course with a traditional academic course, such as biology. A review of the literature concerning paired courses reveals that such courses can be beneficial to students in a variety of ways. Students between the 33rd and 50th percentile of their high school graduating class are admitted to the university under the division of General Studies Program, in which the paired course instructional model is used. Success of this program depends on the selection and training of faculty and staff who are willing to work closely with high risk students and to devote extra time and energy to course preparation. At the end of the fall quarter of 1984, 333 of the 385 students in the program completed an anonymous questionnaire. Results showed that students felt that the program had helped them and that they could ask their teachers for assistance at any time. The paired classes were found to positively affect students' grade point averages, self-concept, and retention. (Tables of findings are included.) (DF)

ED 263 533 CS 008 210

Hague, Sally A.
An Assessment of the Reading Achievement of Secondary Students and Its Relationship to the Readability Levels of Student Generated Writing in English and in Spanish.
PUB DATE- Jul 84
NOTE- 62p.; Requirements for the Specialist degree, University of Southern Mississippi.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; English; High Schools; *Readability; *Reading Achievement; Reading Research; *Reading Writing Relationship; Second Language Learning; *Second Languages; Spanish; *Transfer of Training; *Writing Skills
IDENTIFIERS- Fry Readability Formula

A study was conducted to examine the relationship between reading achievement levels and writing ability, and to determine the extent to which writing ability in one language transfers to another language. Subjects were 21 high school students in advanced placement Spanish classes, all of whom had learned Spanish in the classroom. The Stanford Diagnostic Reading Test (SDRT) was used to diagnose students' reading levels. The Fry Readability Graph was applied to students' English composition and a Spanish adaptation of the Fry graph was applied to students' Spanish compositions. An approximate grade level for the writing samples was determined for each student, and a comparison was then made between SDRT data and those obtained from the English writing samples to determine the correlations between reading achievement levels and writing ability levels. A comparison of data from the two writing samples was also made to determine the correlation between the writing ability levels of the students in the two languages. The results indicated that, while comprehension and vocabulary levels significantly correlated with writing ability in English and Spanish, the overall writing levels of the subjects--as indicated by the Fry Readability graphs--were significantly lower than overall reading ability--as indicated by the SDRT. The results also indicated a significant correlation between the ability to write in English and the ability to write in Spanish. (Extensive tables of data, as well as the Fry Readability Graph, are included.) (HTH)

ED 263 643 CS 505 123

Schmidt, Wallace V.; Dorsey, Mary Elizabeth

Office Design: The Spatial Dimension of Organizational Communication and Reflector of Communication Climate.

PUB DATE- Apr 86

NOTE- 23p.; Paper presented at the Annual Meeting of the Southern Speech Communication Association (Houston, TX, April 3-7, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Building Design; *Design Preferences; Employer Employee Relationship; *Furniture Arrangement; Interpersonal Communication; *Office Management; *Offices (Facilities); Organizational Climate; *Organizational Communication; Organizational Objectives; Speech Communication; Work Environment

In addition to serving as executive enclosures, offices illustrate organizational goals and reflect the communication climate of the organization. Traditional office designs accentuate personal territory, in which communication is largely controlled by the occupant of the office, and space often becomes a symbol of status. One of the first major breaks from traditional office arrangement was an open office plan called office landscaping. Furniture and equipment were arranged in clusters in staggered patterns on a flat surface, and managers were taken out of their private offices and placed on the floor among subordinates. Another office design is the multiple activity setting, in which employees move to different activity settings as tasks change. The emphasis is on sharing the equipment and making more effective use of the office workforce. A third design concept is the total office support system that relies on electronic mail system, note processing facility, and other means of communication. While office designs are still the prerogative of management, organizations are increasingly turning to "space" committees to coordinate the office design project. What is emerging is not an approach but rather a number of approaches to office design dependent upon particular organizational objectives. (HOD)

ED 263 378 CE 042 891

MacFarland, Thomas W.
The Identification of Ten Principles of Learning and Their Applications to Vocational Education.
PUB DATE- Dec 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Cognitive Processes; Discipline; Imitation; Instructional Development; Learning Processes; *Learning Theories; Modeling (Psychology); Observational Learning; Psychoeducational Methods; Reinforcement; Secondary Education; Teacher Student Relationship; *Teaching Methods; Token Economy; *Vocational Education

This paper examines 10 principles of learning and suggests ways in which vocational education teachers may apply them in their classrooms. The following principles are discussed: reductionism, the law of effect, imitation and observational learning, classroom management without punishment, shaping, the law of primacy, token rewards, the law of exercise, the law of disuse, and oscillation of behavior. (MN)

Bathurst, Leonard H.; And Others
Presenting Lifelong Learning Opportunities via Instructional Television Fixed Service Channels.
PUB DATE- Nov 85
NOTE- 45p.; Papers presented at the National Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; *Educational Television; *Lifelong Learning; Postsecondary Education; Program Descriptions; *Program Development; Telecommunications; Universities
IDENTIFIERS- *California State University Fresno; *Instructional Television Fixed Service

These three papers explore ways to use television for instructional purposes. "ITFS for Lifelong Learning--'The Development of a System'" (Leonard J. Bathurst) provides a brief historical overview of the background and some of the experiences at California State University, Fresno, as an Instructional Television Fixed Service (ITFS) system was developed. "Presenting Lifelong Learning Opportunities Via Instructional Television Fixed Service Channels: A National Resource" (Russ A. Hart) gives examples of existing and proposed ITFS systems designed to offer lifelong learning opportunities. "Instructional Television Fixed Services: The California State University" discusses the value and benefits of ITFS, especially as it is used at California State University. (YLB)

ED 263 320 CE 042 772

Strugnell, Ray
Linking Schools and Colleges. Mapping and Reviewing Local Provision at 16-19.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-74-1
PUB DATE- Sep 85
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Adult Education; *Articulation (Education); Change Strategies; Cooperative Planning; *Coordination; *Delivery Systems; Educational Cooperation; Educational Needs; Educational Opportunities; Educational Planning; Educational Practices; Feasibility Studies; Foreign Countries; *Linking Agents; Models; National Surveys; Needs Assessment; Networks; Pilot Projects; Postsecondary Education; Program Improvement; Publicity; Questionnaires; *School Districts; Secondary Education; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Evaluation Research; Great Britain

In 1982, a model was proposed for linking the services provided to 16-to 19-year-olds in Great Britain by local education authorities (LEAs), schools, and colleges. A study examined the operation of this model in the Oxfordshire LEA. The full-time educational opportunities available in the LEA were described and mapped. Next, of 1,419 persons in the district sampled, 233 fifth-formers completed questionnaires designed to ascertain their attitudes and aspirations; staff in educational institutions in the district were interviewed. After concluding that the 1982 model was restrictive and too demanding, the researcher suggested a new three-tier model. The first tier is a simple map or overview, the second is an outline of individual courses, and the third is in the form of a detailed leaflet. A detailed flowchart outlining the publicity recommended to promote the three-tier system was formulated. (Appendixes to this report include the survey instruments and supplementary data from the survey.) (MN)

ED 263 334 CE 042 793

Cassidy, Maureen; Cassidy, Frank
Community Resource Development. A Community Education Guidebook.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.
PUB DATE- 85
NOTE- 105p.; Prepared by C&C Consulting. Prepared also for the Richmond School District.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Education; *Community Resources; *Continuing Education; *Educational Finance; *Financial Support; Foreign Countries; Guidelines
IDENTIFIERS- British Columbia; *Community Resource Development

This book is intended as a practical guidebook for those involved in continuing education, in particular, and for the boards and staff of nonprofit organizations and community groups, in general. It is designed to show these individuals how to develop community resources when additional support is needed for community education. Specific guidelines are included on the processes and techniques necessary to gain additional support from other agencies and groups for community education projects in British Columbia. Chapter 1 discusses community resource development. The next five chapters cover these aspects: (1) organizing for community resource development, (2) developing a project, (3) finding where the resources are, (4) constructing a proposal asking for support, and (5) receiving support. Additional titles to read or places to write for more detail on the topics are recommended. Canadian sources are used wherever possible; American sources (general works) are included, where appropriate. Illustrative charts and an index are provided. (YLB)

ED 263 349 CE 042 829

Dohmen, G.
World Wide Challenges for Adult Education.

PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Educational Change; Educational Innovation; Educational Planning; Foreign Countries; *Futures (of Society); Holistic Approach; Interdisciplinary Approach; International Cooperation; Justice; *Models; Specialization; *World Problems

Two worldwide challenges seem very important for the future of adult education. The first is the challenge that comes from the worldwide tension between ideas of personal freedom and variety on the one hand and social equity and unity on the other. Adult education is challenged worldwide to help people to make a responsible use of their freedom. This idea of the necessary and responsible use of personal freedom can be demonstrated and promoted by organizing adult education according to a combination of an open library model with a voluntary cooperative system. The second worldwide challenge for adult education is the tension between progressive rationalization and professional specialization on the one hand and a growing need for whole persons with a well-balanced identity on the other. This second challenge also leads to two organizational models--the "Specialization-Plus" model (specialized instruction plus reflection on its limitations) and the "Interdisciplinary Project" model (compensatory multiple-challenge learning projects)--and their combination. (YLB)

ED 263 392 CE 042 910

Nursing Assistant/Homemaker-Home Health Aide Component.

East Hartford Board of Education, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational Services.

PUB DATE- 15 Jun 85

NOTE- 64p.; Several pages may not reproduce well due to marginal legibility.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Allied Health Occupations; *Allied Health Occupations Education; Community Health Services; *Cooperative Programs; *Curriculum Development; High Schools; Home Economics; *Home Health Aides; Homemaking Skills; Home Programs; Institutional Cooperation; *Nurses Aides; Nursing Education; Program Development; *Visiting Homemakers

IDENTIFIERS- East Hartford Public Schools CT

The demand for the services of homemaker-home health aides has increased tremendously. In one year, for example, the Visiting Nurse and Home Care Association of East Hartford, Connecticut, had a nearly 155 percent increase in the demand for homemaker-home health aide service. The East Hartford Public Schools developed a vocational program that incorporated a homemaker-home health aide component into the nursing assistant curriculum. More than 15 students were given classroom and clinical instruction in the additional skills and competencies required of a homemaking and health aide skills were coordinated with the Visiting Nurse and Home Care Association of East Hartford, Inc. The East Hartford Public Schools has committed itself to this program by hiring an additional staff member and making available the addtional facilities require because of the expanded program and increased enrollment. The pilot program was regarded as highly successful by all involved--students, cooperating agencies, and the East Hartford Public Schools. (This report includes such documents as program application and brochures, letter to parents, training contract, clinical performance evaluation, news releases and course evaluation.) (Author/KC)

ED 263 406 CE 042 934

Cooperative Education Programs for Students with Special Needs.
National Child Labor Committee, New York, N.Y.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Ancillary School Services; Career Guidance; *Cooperative Education; *Disabilities; *Disadvantaged; Job Development; *Job Placement; Program Design; Program Development; Program Evaluation; *Program Implementation; Secondary Education; *Student Employment; Student Motivation; Student Recruitment; Teacher Selection

IDENTIFIERS- *Special Needs Students

This manual for state, district, and local school officials and employers provides information and techniques for designing and implementing successful cooperative education programs for students with special needs. An introduction defines "special needs" and discusses characteristics of successful programs. Information on selecting and training teacher/coordinators is accompanied by an assessment instrument. These topics are then addressed: vocational guidance, recruiting students with special needs, preparing special needs students for work, motivation, selective job development and placement, skilled supervision, job design, and structuring the work experiences. Information on the training agreement and training plan is provided, followed by assessment instruments for the materials developed. The manual also discusses support services, improving learning at the workplace, employment after graduation, recognition for supporters, and followup evaluation. Six examples of approaches and materials used in cooperative education programs are given. Other contents include a description of a program for students with special needs, Project Work/Ability--California; hints for improving various elements; an annotated listing of outside resources; two self-assessment instruments for program review; and a bibliography of resources for coordinators and administrators of programs for students with special needs. (YLB)

ED 263 463 CG 018 619

Shaffer, Leigh S.; And Others
"Why Me?" An Attributional Theory of Adjustment to Victimization.
PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Assocation (Boston, MA, March 21-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *Beliefs; *Counseling Techniques; *Emotional Adjustment; Existentialism; Philosophy; *Psychological Patterns; Religion; Victims of Crime
IDENTIFIERS- *Victimization

Studies on victimization suggest that victims, whether of crime, accident, disease, or natural disaster, ask "why me?" questions and that finding answers to these questions seems related to the victims' adjustment. An attributional theory of victims' search for meaning in their misfortune proposes that victims perceive their misfortunes as personally caused events and suggests that beliefs about cosmology play a critical role in adjustment. The cognitive aspects of the process of adjustment to victimization is a general process regardless of the misfortune suffered. The victim's perception of the misfortune invokes the paradigm of personal causation whether it is rationally appropriate or not. Counselors and pscyhotherapists must recognize and facilitate this process in order to promote the victim's adjustment. Therapists must accept preoccupations with "why" questions and animistic accounts for natural events as the expected reactions to victimization and as a normal part of the adjustment process. The timing and choice of intervention with victims require greater understanding of the role of fatalistic accounts, and of when such accounts become counterproductive to a victim's recovery. It has yet to be resolved which treatment approach is most effective for victims. Cognitive treatment orientations are relevant, metaphysical or religious beliefs may be valuable for some clients, and certain forms of existentialism may benefit others. (NRB)

ED 263 505 CG 018 662

Carnevale, Peter J. D.; Leatherwood, Marya L.
Mediation and the "Chilling" Effect of Med-Arb in a Simulated Labor-Management Dispute.
PUB DATE- Aug 85
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Arbitration; Collective Bargaining; College Students; *Conflict Resolution; Higher Education; Labor Demands; *Labor Problems; *Negotiation Impasses; Problem Solving; Simulation
IDENTIFIERS- Labor Management Cooperation

Mediation and mediation-arbitration (med-arb) are two forms of third-party conflict intervention that can affect integrative agreements in labor-management negotiation. In an attempt to evaluate the relative value of each of these two methods, 160 volunteers, almost all business students, were randomly placed into a mediation triad, a med-arb triad, or a no-third-party dyad. The negotiation task for each triad or dyad involved wage rate, cost of living increase, over-time rate, and health benefits. In the med-arb triads the negotiators were told that if they reached no agreement, the mediator would settle the dispute. The negotiators in the mediation triads, however, were told that the issue would remain unresolved if no agreement were reached. The highest joint outcomes were obtained in the med-arb triads; the lowest in the no-third-party dyads. These differences reflected the outcome of the person who did the best, not the outcome of the other negotiator. The outcome difference variable was greatest in the med-arb condition. This suggests that med-arb produced the most competitive atmosphere. Less trust, more insults, and greater interpersonal distance were reported in the med-arb triads. The results indicate that mediator power, as seen in a med-arb situation, produces a "chilling effect" and leads to more inequitable outcomes. The subject sample used in this study may explain the results differing from previous research. (TW)

ED 263 547 CS 008 233

Cianciolo, Patricia J.
Children's Responses to Illustrations in Picture Books and Their Influence on the Beginning Reading Process.

PUB DATE- 7 May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the International Reading Association (30th, New Orleans, LA, May 5-9, 1985). For "Becoming a Nation of Readers," see ED 253 865.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Beginning Reading; Childhood Attitudes; Childrens Literature; Evaluation Criteria; *Illustrations; Influences; *Picture Books; *Reader Response; *Reading Material Selection; *Reading Processes; Reading Research; Reading Skills; Research Reports
IDENTIFIERS- *Becoming a Nation of Readers; Reading Motivation

There are two disconcerting aspects of the research studies selected and discussed in the publication "Becoming a Nation of Readers: The Report of the Commission on Reading" (1985). One is the kinds of reading materials that were designated as sources for meeting the various functions of reading; the other is the omission of the role of picture books, especially the role that illustrations in picture books play in beginning reading. The book does not mention the research studies indicating that illustrations in picture books influence certain attitudes and skills associated with the beginning reading process such as vocabulary development, experiential background, comprehension, mental imagery, reading motivation, and reading interests. Research findings also offer some implications about the criteria that should be considered when illustrated books are selected for young children, such as coherence and unity in the relationship between the text and the illustrations. Finally, the authors of "Becoming a Nation of Readers" failed to mention the use of library or trade books that might be read for purposes of entertainment, information, and directions. (HOD)

ED 263 583　　CS 209 389

Grade 3 Language Arts Achievement Test. Part B: Receptive Language (Reading).

Alberta Dept. of Education, Edmonton.

PUB DATE- Jun 85
NOTE- 22p.; For Part A see CS 209 388.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; Foreign Countries; Grade 3; Literature Appreciation; Multiple Choice Tests; Primary Education; *Reading Comprehension; *Reading Skills; Reading Tests; *Student Evaluation; Test Items
IDENTIFIERS- Alberta

Intended for students taking the Grade 3 Language Arts Achievement Test in Alberta Canada, this booklet contains the reading portion of the test, which consists of 36 multiple choice questions related to the 10 stories, reports, poems, or short paragraphs provided in the booklet. The machine-readable answer sheet is included in the booklet. (EL)

ED 263 613 CS 209 451

Calkins, Lucy McCormick
The Art of Teaching Writing.
REPORT NO.- ISBN-0-435-08246-9
PUB DATE- 86
NOTE- 347p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Development; Classroom Environment; *Content Area Writing; *Creative Writing; Developmental Stages; Elementary Education; Fiction; *Language Acquisition; Poetry; *Research Papers (Students); Teacher Role; Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Skills

Based on knowledge gleaned from eight years of research on children's writing development, this book focuses on the teaching of writing to children in the elementary school. The first section of the book deals with the essentials in teaching writing, and the establishment of a classroom that nurtures and supports growth in writing. The second section examines how children change as writers, ranging from early forays into writing in kindergarten and first grade, to the problems and successes of writing in adolescence. The third section focuses on writing conferences, including those that examine content, balance content with form, and ask process and evaluation questions. The fourth section examines the input of the teacher in developing lessons and improving the quality of student writing, while the fifth section discusses reading-writing connections. The sixth and final section discusses the use of learning logs in content area writing, and the writing of research papers, poetry, and fiction. Lists of works cited and recommended readings are included. (HOD)

ED 263 658 EA 018 033

LaPlant, James C.
Facilitator Training for Developing Principals' Support Groups.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; Change Strategies; Elementary Secondary Education; Inservice Education; *Management Development; *Principals; Trainees; *Training; Training Methods

IDENTIFIERS- IDEA Principals Program

Of the 233 facilitators trained between August 1979 and January 1985 to introduce the /I/D/E/A/ Principals' Program to principals in their local areas, 206 completed a training program evaluation form. From this form the facilitator trainers obtained data concerning factors affecting the effectiveness of facilitator training programs. Ratings were computed for each of the elements of the training program as a whole, and the trainees' comments were examined individually in the context of the characteristics of the specific training sessions in which they participated. Differences between responses to the highest and lowest rated sessions indicated the value of establishing a climate of mutual trust and support, clarifying the overall nature of the program, and challenging participants to grow. The findings in general supported several conclusions about trainees' needs for preparation for training, understanding of program concepts, and clarification of the nature of the facilitator role. Trainers should be aware of trainees' adult learner characteristics, the style and climate of training sessions, the linkage between training events and objectives, the value of program evaluation, and the importance of adequate time and pacing. (PGD)

ED 263 672 EA 018 067

Whitford, Betty Lou; Kyle, Diane W.

Interdisciplinary Teaming: Initiating Change in a Middle School.

PUB DATE- Apr 84

NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984). Paper No. 1 from "A School in Transition: Development of a Middle School," funded by the University of Louisville-Jefferson County Public Schools Coordinating Committee and the Research Committee of the University of Louisville School of Education.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Organization; Administrator Role; *Curriculum Design; Elementary Secondary Education; *Management Teams; Middle Schools; Organizational Change; *Organizational Communication; Organizational Effectiveness; *Participative Decision Making; Principals; Teacher Participation; Team Training; *Teamwork

This paper describes Hilltop Junior High School's initial experience with interdisciplinary teaming, an arrangement whereby teachers from different disciplines systematically plan curricular experiences for a common group of students. The innovation began with the appointment of a new principal who advocated teaming as the basic unit of middle school organization. Thus the site provided an opportunity to observe the processes and effects of organizational and curricular change as they occurred. In order to understand the emergent expectations, behaviors, interactions, and their meanings for participants as the innovation took shape, the researchers observed weekly planning meetings of the three teams, interviewed teachers and administrators, and reviewed relevant documents throughout one school year. Following an introduction and rationale for the study and a description of the research methods, the paper describes the development of teaming, the functioning of the three teams, and the foci of teachers' discussions during planning meetings. These events are then discussed with respect to the redistribution of authority, loose coupling, staff recruitment, rewards, structural lag, and work load. Several implications for curricular decision making and staff development are then explored. The paper concludes with five working hypotheses which provide direction for additional investigations. References are included. (Author/TE)

ED 263 686 EA 018 091

Pavan, Barbara Nelson
Certified But Not Hired: Women Administrators in Pennsylvania.
PUB DATE- Oct 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Research on Women in Education Conference (11th, Boston, MA, October 1985), sponsored by the Research on Women in Education Special Interest Group of the American Educational Research Association.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Administrator Qualifications; Administrators; *Administrator Selection; Elementary Secondary Education; *Employed Women; Employer Attitudes; Employment Opportunities; Employment Patterns; *Employment Statistics; Females; *Sex Discrimination
IDENTIFIERS- Pennsylvania; *Women Administrators

In this study, the percentage of certificates issued and jobs held by women in Pennsylvania from 1970 through 1984 for the positions of superintendent, assistant superintendent, secondary principal, and elementary principal were compared. Findings reveal that the percentage of women being certified each year is increasing in much greater proportion than the percentage of women who actually hold positions at each administrative level. Data on the number of withdrawals from each position indicate numerous opportunities for the hiring of women. If, during the past 15 years, a certified woman had been hired whenever a position became available, 73 percent of the administrative jobs would now be held by women. Yet the latest data available show that only 3.3 percent of superintendents, 7.6 percent of assistant superintendents, 3.5 percent of secondary principals, and 16.9 percent of elementary principals are women. Possible reasons for this disparity include differences in aspiration levels of men and women and internal or external barriers to achieving administrative positions. Strategies for overcoming these barriers are discussed. References are included, along with statistical tables and charts. (Author/TE)

Williams, Robert E.; And Others
Social and Emotional Development of the Learning Disabled.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Emotional Development; *Learning Disabilities; Locus of Control; Self Concept; Sex Differences; *Social Development

Four studies were conducted examining aspects of the social-emotional development of learning disabled elementary and secondary aged individuals. Results of the studies showed that learning disabled (LD) Ss had significantly lower self-concepts than non-learning disabled (NLD) subjects, but did not show significantly greater discrepancy between self- and ideal self-concepts; were significantly more internal with respect to locus of control for intellectual achievement, but were significantly more external with respect to failure in intellectual achievement; and showed no differences in comparison with NLD subjects in levels of masculinity and levels of femininity. Results suggested that though differences in social-emotional problems of LD adolescents exist, they may not be as pervasive as is commonly believed. (Author/CL)

Weir, Douglas
Vocational Education in the 1990's--More or Less?
PUB DATE- 9 Dec 85
NOTE- 13p.; Paper presented at the American Vocational Association Convention (Atlanta, GA, December 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Foreign Countries; *Futures (of Society); *General Education; Postsecondary Education; Secondary Education; *Vocational Education
IDENTIFIERS- Great Britain; Scotland

A more traditional use of "vocational" shows the harmony between vocational and liberal education. The difference is in content and vehicles for learning. Using the same processes and goals in vocational education as in the rest of liberal education helps to ensure that vocational students are capable of adapting to the significant changes in life-style and work patterns embedded in the concept "post-industrial society." Vocational education can take advantage of young people's interest in vocational subjects as a means of motivating them to learn useful life skills. Resistance to change can be countered by showing how the changes are required for economic and social health and are in a practical, not an academic, direction which will be an advantage to students. In Scotland, as well as the rest of Great Britain, a radical change in the curriculum aims at common learning processes for all students. Attempts are made to avoid unnecessary and arbitrary distinctions between academic and vocational aspects. The net result of recommended changes will be to abolish the distinctions between vocational education and other forms of education by bringing the best features of current vocational education into every part of education, while putting no student at a disadvantage. (YLB)

ED 263 379 CE 042 892

MacFarland, Thomas W.

A Strategy to Address the Needs of Adult Learners by Incorporating Andragogy into Vocational Education.

PUB DATE- Dec 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Programs; *Adult Students; *Adult Vocational Education; *Andragogy; Behavioral Objectives; *Classroom Techniques; Educational Needs; Instructional Development; Learning Activities; Participative Decision Making; Postsecondary Education; Student Characteristics; Student Evaluation; Student Needs; Teaching Methods
IDENTIFIERS- Knowles (Malcolm S)

If current trends continue, it is likely that adult programs and adult vocational programs in particular, will play an increasingly important role in the nation's educational system, eventually absorbing the role currently played by secondary vocational education. Therefore, vocational educators must develop new approaches and new attitudes to prepare to serve an older student audience. The work of Malcolm Knowles in the area of andragogy contains many valuable insights as to the differences between adult and younger learners. In view of these differences, a seven-step model for providing vocational education to adults was developed. The parameters of the model are as follows: establish a climate conducive to adult learning, create an organizational structure that allows participative planning, diagnose learning needs, formulate appropriate learning objectives, design and implement appropriate learning activities, and evaluate for rediagnosis of learning needs. (This essay presents guidelines for implementing each of these components of the model.) (MN)

ED 263 436 CE 042 984

Math on the Job. Painter.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; *Painting (Industrial Arts); Problem Solving; Secondary Education; Skill Development; Special Education; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of painters and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a painter with which the student is likely to be familiar. The next two sections deal with the work environment of the typical painter and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by painters are provided. Various suggestions are listed for students interested in further exploring the occupation of painter. A glossary and answer sheet conclude the booklet. (KC)

Draper, Dianne C.; Austin, Ann M. Berghout

A Comparison of Classroom Acceptance, Visibility, and Achievement between Siblings in Elementary School.

PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Children; Elementary Education; *Elementary School Students; *Peer Acceptance; *Peer Evaluation; *Siblings; Sociometric Techniques; Student Attitudes

Although it is inevitable that siblings who live in the same family and enter the same school can hardly avoid being measured with each other by peers, teachers, and parents, data on school-aged siblings is rare. To extend the knowledge of sibling relationships, the relationships of classroom acceptance, visibility, and academic achievement between siblings was examined in 105 sibling dyads, grades two through six, who were in the same elementary school at the same time. The sibling dyads were a subset of a larger school sample who had responded to a questionnaire designed to assess social acceptance and social impact. Sibling data from the questionnaire consisted of acceptance scores based on predominance of either acceptance or rejection responses from peers and social visibility scores based on the number of children who mentioned a given sibling either positively or negatively. These acceptance and visibility scores were correlated with composite achievement test scores. The results indicated that siblings in middle childhood had similar and highly correlated elementary classroom acceptance scores but dissimilar classroom visibility and academic achievement scores. For both visibility and achievement, younger siblings had significantly higher scores than did older siblings, suggesting that the higher achieving, younger siblings were more noticeable in the classroom but not necessarily accepted any differently from their older siblings. (Author/NRB)

ED 263 491 CG 018 648

White, Debra J.

The Dynamics of Perfectionism: Fear of Self-Compassion.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anxiety; *Failure; *Psychological Patterns; Role Perception; Self Concept; *Self Evaluation (Individuals)
IDENTIFIERS- *Perfectionism; *Self Compassion

Many clients experience chronic anxiety, procrastination, indecisiveness, and a lack of commitment in their lives. In a number of these cases, the dynamic underlying the distress of these individuals is that of perfectionism, an exceedingly strong internal demand to perform constantly without flaw. Many social and familial factors set the stage for perfectionism, and it manifests itself in emotional, behavioral, and cognitive dynamics. Many forms of religious training, traditional Western education, and the media all uphold perfectionistic thinking. The obsession with being perfect infiltrates families and is passed on from generation to generation. The perfectionist seems to lack a sense of self-compassion, compassion as an attitude which includes trust in oneself to learn and grow, a commitment to providing oneself a nurturing inner environment in which to grow, and loyalty to oneself while growing. Therapy with a perfectionistic client is often difficult. Guidelines which may be helpful include: (1) placing the dynamic of perfectionism within the environmental context; (2) helping clients to experience the degree to which perfectionistic standards infiltrate their lives; (3) examining the full cycle of critical self-statements, emotional reactions, and compulsive behaviors; and (4) addressing the underlying fear of self-compassion. (Author/NRB)

ED 263 563 CS 209 367

Blume, Pat
Feature Project--The Old West.
PUB DATE- 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Assignments; Class Activities; Classroom Techniques; Elementary Education; *Integrated Activities; *Language Arts; *Learning Activities; Listening Skills; Peer Relationship; Reading Instruction; Speech Instruction; Speech Skills; *Student Motivation; *Teaching Methods; Writing Instruction; Writing Skills

The teaching activities presented in this paper focus on transforming the classroom into the Old West as a means of providing endless opportunities for writing, speaking, and listening in the areas of math, science, social studies, history, geography, music, and art. The paper contains directions for helping students to create scenes, in the classroom, for an Old West setting--such as a sheriff's office, general store, or stable. An Old West activity chart containing a variety of possibilities for classroom projects is included. (EL)

ED 263 599 CS 209 423

Horner, Winifred Bryan, Ed.
The Present State of Scholarship in Historical and Contemporary Rhetoric.
REPORT NO.- ISBN-0-8262-0467-8

PUB DATE- 83
NOTE- 230p.
AVAILABLE FROM- University of Missouri Press, P.O. Box 7088, Columbia, MO 65205-7088 ($10.00, paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Classical Literature; Medieval Literature; Nineteenth Century Literature; Renaissance Literature; Researchers; *Rhetoric; *Rhetorical Criticism; *Scholarship; Twentieth Century Literature
IDENTIFIERS- *Contemporary Rhetoric; *Historical Rhetoric

Designed for the student of historical rhetoric who does not have a reading knowledge of Greek and Latin, this book is divided into 6 sections, each written by a specialist in the rhetoric of the different historical periods. Each section (1) provides an overview of the primary works, their authors, and the rhetorical issues of the period; (2) suggests needs for editions and translations, as well as directions for future scholarship; and (3) concludes with a bibliography. The contributors to this volume are Richard Leo Enos (the classical period); James J. Murphy (the Middle Ages); Don Paul Abbot (the Renaissance); Winifred Bryan Horner (the eighteenth century); Donald C. Stewart (the nineteenth century); and James L. Kinneavy (contemporary rhetoric). (EL)

ED 263 629 CS 505 071

Stewart, Robert A.; And Others
Locus of Control as a Mediator of College Students' Reactions to Teacher Compliance Attempts.
PUB DATE- May 85

NOTE- 25p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; *Behavior Change; *Behavior Modification; Classroom Communication; Classroom Techniques; Cognitive Restructuring; College Students; Higher Education; *Locus of Control; *Student Behavior; *Teacher Behavior
IDENTIFIERS- *Behavior Alteration Techniques

A study was conducted to determine the effects of student locus of control on perceptions of and resistance to teacher influence attempts. Subjects, 302 college students, were provided with 22 sets of Behavior Alteration Messages and were instructed to rate on a 1-5 scale "how frequently your teacher uses statements of each type to get you to change your behavior in the classroom." Higher scores indicated greater frequency. To measure likelihood of resistance, students were asked to rate on the same scale how likely they would be to resist statements of each type if their teachers were to use them to change students' behavior in the classroom. Analyses of results suggests that locus of control is a significant predictor of students' selective perceptions of teacher Behavior Alteration Technique (BAT) for 14 of the 22 BATs analyzed. Externally oriented students, those who rely on outside forces to govern their behaviors, more often interpret teachers as more powerful people than do internally oriented students. Further research is needed to answer questions that arose as a result of this study. (DF)

ED 263 306 CE 042 562

Palmer, Mary Kay
Expressive Therapists in Long-Term Care Settings.

PUB DATE- Nov 85
NOTE- 20p.; Papers presented at the National Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Adult Programs; *Art Therapy; *Dance Therapy; *Motivation; *Music Therapy; Nursing Homes; *Older Adults; *Residential Care; Residential Institutions; Therapeutic Recreation; Therapists
IDENTIFIERS- *Expressive Therapy

Expressive therapists (in art, music, and dance) possess the techniques necessary for working with older adults who need assistance in making productive use of their leisure time. Therapeutic expressive activities for long-term care residents promote creativity, self-expression, communication, and understanding of oneself. The purpose of the activities refers to the therapeutic process of the art making; the person and the process become the most important aspect in therapy. In long-term care settings, expressive therapy is important as a means for residents' self-expression, mental stimulation, and social interaction. Progressive activity departments offer a variety of activities to meet residents' needs based on diagnoses. Motivating each resident individually to attend activities is vital when a resident lacks desire to continue his/her emotional or educational growth. The expressive therapist needs to (1) learn about the resident's background and special interests; (2) create an atmosphere of warmth, concern, sociability, and interesting activities; (3) explain the program and encourage questions; and (4) respect each resident's dignity, choice, and individual characteristics. (Appendixes contain four sample lesson/session plans.) (YLB)

ED 263 350 CE 042 830

Reskin, Barbara F., Ed.; Hartmann, Heidi I., Ed.
Women's Work, Men's Work. Sex Segregation on the Job.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Behavioral and Social Sciences and Education.; National Academy of Sciences - National Research Council, Washington, DC. Committee on Women's Employment and Related Social Issues.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Labor, Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.
REPORT NO.- ISBN-0-309-03429-9
PUB DATE- 86
NOTE- 185p.; For a related document, see ED 247 445.
CONTRACT- 300-81-0282
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, NW, Washington, DC, 20418 ($15.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Comparative Analysis; *Employed Women; *Employment Patterns; *Employment Practices; Females; Labor Market; Literature Reviews; Needs Assessment; Nontraditional Occupations; *Personnel Integration; *Personnel Policy; Policy Formation; Public Policy; Research Needs; Research Utilization; Salary Wage Differentials; Sex Bias; *Sex Differences; Sex Discrimination; Sex Fairness; Sex Role; Social Science Research; Trend Analysis
IDENTIFIERS- *Occupational Segregation

The literature on sex segregation in the workplace was reviewed to determine how it could be used in formulating policy in the area of sex fairness in the American labor market. The committee found that although women's occupational options have increased dramatically in the past decade, sex segregation is still widespread. Among those factors that appeared responsible for sex segregation in the workplace were the following: cultural beliefs; barriers to employment such as discrimination, socialization, and unequal education and training opportunities; family responsibilities; and the opportunity structure. Analysis of the existing laws and programs geared toward intervening in the workplace, in job training, and in education revealed that what is needed is not new legislation but rather more committed leadership, stricter enforcement, and enhancement of voluntary compliance with existing laws. In addition, enforcement agencies must develop much stronger programs of policy-relevant research on such issues as the sources of change in occupations in which the most dramatic improvements in sex-fair opportunities have occurred and the relative effectiveness of measures to improve enforcement and voluntary compliance. (This report includes 15 tables and the table of contents from a comparison report, "Sex Segregation in the Workplace.") (MN)

ED 263 421 CE 042 969

Math on the Job. Maintenance Mechanic.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 28p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Enrichment Activities; *Equipment Maintenance; Equipment Utilization; Learning Disabilities; *Maintenance; *Mathematics Skills; *Mechanics (Process); Mental Retardation; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of maintenance mechanics and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a maintenance mechanic with which the student is likely to be familiar. The next two sections deal with the work environment of the typical maintenance mechanic and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by maintenance mechanics are provided. Various suggestions are listed for students interested in further exploring the occupation of maintenance mechanic. A glossary and answer sheet conclude the booklet. (MN)

ED 263 519 CS 008 134

Parker, Richard

Towards More Nutritious Reading Programs. P.E.N. (Primary English Notes) 43.

Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 84
NOTE- 7p.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Education; Enrichment Activities; *Learning Activities; *Program Improvement; Reading Improvement; *Reading Instruction; *Reading Programs; *Student Motivation; *Teaching Methods

The teaching activities in this pamphlet focus on improving the quality of reading programs. It lists class activities recommended for daily and weekly practice as well as activities to be used sparingly (the reading lesson, graded reading groups, basal reading schemes, worksheets and workbooks). The pamphlet recommends that activities in choral reading, decoding, small group work, crossword puzzles, and segmented comics and stories be substituted occasionally for regular classroom work. Next, it lists 21 varieties of cloze activities and classroom activities to avoid. The pamphlet concludes with a summary of research findings relevant to reading teachers about planned reading programs, characteristics of successful teachers of reading, and characteristics of classrooms in which children succeed and classrooms in which they fail. (EL)

ED 263 534 CS 008 212

Best, Patricia A.; Brozo, William G.
Current Research on Studying: A Qualitative Analysis. College Reading and Learning Assistance Technical Report 85-09.
Georgia State Univ., Atlanta. Div. of Developmental Studies.
PUB DATE- 1 Sep 85
NOTE- 22p.; Appendix contains small, light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Higher Education; *Learning Strategies; Literature Reviews; Notetaking; *Reading Comprehension; Reading Processes; *Reading Research; Research Methodology; Secondary Education; *Study Habits; *Study Skills

Because of the limitations of two recent major reviews of the research on studying another review of the literature was conducted. Articles chosen for this review supplied adequate information about levels of processing and encoding specificity, investigated the effects of student-generated as opposed to teacher-provided study aids on comprehension of text, utilized secondary and postsecondary level subjects, and included studies conducted since 1979 not included in the earlier reviews. A total of 16 articles found to be amenable to the analysis were grouped into categories according to the study technique investigated. The analysis revealed that most study techniques were effective when the following conditions were met: (1) the deeper the student is involved in processing textual material, the higher the payoffs in comprehension and retention; (2) the greater the degree of consistency between the processing demands of the study technique and those of the criterion task, the better the results in comprehension and retention; (3) providing adequate training in the use of the technique is critical; and (4) the more time students are engaged in processing text, the better their comprehension. (Summary tables of the research on studying are appended.) (HOD)

ED 263 584 CS 209 392

Foster, Dan; Hoffman, Paul
The Private Worlds of Basic Writers.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audience Analysis; Basic Skills; Higher Education; *Nouns; *Phrase Structure; Writing (Composition); *Writing Evaluation; Writing Instruction; *Writing Research; *Writing Skills
IDENTIFIERS- *Basic Writing

In a study designed as a pilot project to test a taxonomy of noun phrases (NPs) and indicate results to be expected from a larger subsequent survey, 13 essays from a basic writing class and 10 essays from an advanced composition class were analyzed for four NP types: (1) those requiring earlier text information for full interpretation, (2) those fully interpretable on their own, (3) those requiring extra-textual, readily accessible information for full interpretation, and (4) those requiring extra-textual, not easily accessible information for full interpretation. Statistical analysis using t-tests showed that the basic essays contained significantly more NPs requiring nonaccessible information and fewer NPs containing readily accessible information than did advanced papers. These results suggest that the taxonomy of noun phrases is a useful one, but that a similar study using a larger, randomly selected sample is needed. (Author/DF)

ED 263 644 CS 505 124

Kim, Hak Soo; Suh, Chung Woo

Communicating and Understanding of the Korean National Assembly's Legislative Activities.

PUB DATE- May 85
NOTE- 23p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985). Funding provided by a grant from the Korean Legislative Studies Institute.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; *Communication Skills; Cultural Context; Foreign Countries; *Information Dissemination; Interpersonal Communication; *Legislators; Mass Media; Mass Media Effects; News Reporting; *Reliability
IDENTIFIERS- *Korea; *Political Communication

A study was undertaken (1) to examine the theoretical relationship between communicating and understanding, (2) to test this relationship in the Korean National Assembly's communicative context, and (3) to evaluate how well the assembly's activities were communicated to the public. Twenty respondents from each of three groups surveyed--reporters, assemblymen, and the public--were asked questions about five bills that had been considered by the assembly in one session and extensively reported on in Korea's two largest newspapers. Respondents were also asked to state their orientation toward the bills, to estimate the other two groups' orientations, and to answer questions about information sources. Results provided evidence of the theoretical relationship between communicating and understanding and communicating and accuracy. Both understanding and accuracy were found to be greater between assemblymen and reporters than between either of these groups and the public. In response to questions about how they got information about others' orientations, assemblymen and reporters revealed that they relied more on face-to-face communicating than on media, while members of the public relied heavily on the media. Overall, the results show how poorly assemblymen and reporters communicate with the public about assembly activities. (FL)

ED 263 701 EC 180 968

Lowenthal, Barbara
The Preschool Program of School District 21.
PUB DATE- 82
NOTE- 6p.; A publication of the Illinois Council for Exceptional Children.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Disabilities; Handicap Identification; Parent Participation; Preschool Curriculum; *Preschool Education; Program Descriptions; Program Effectiveness; Referral; Screening Tests
IDENTIFIERS- *Wheeling School District 21 IL

The history and effectiveness of the Preschool Program of School District 21 (Wheeling, Illinois), an innovative program for handicapped preschoolers, are described. Referrals come from a variety of sources and result in screening tests conducted by an interdisciplinary team. Individualized Education Programs for enrolled program children are drawn up. The curriculum stresses language learning, gross and fine motor coordination, cognition, social perception and self-help skills. Ongoing evaluation is incorporated into the program. Parent participation is sought through regular conferences, observation, and workshops and education groups. Follow-up evaluation revealed that 36% of former students (January 1973-June 1977) are in regular K-3 classes. (CL)

ED 263 321 CE 042 773

Supporting TVEI. FE and the Development of Technical and Vocational Curricula.

Further Education Unit, London (England).; School Curriculum Development Committee, London (England).

REPORT NO.- ISBN-0-946469-34-2
PUB DATE- Sep 85
NOTE- 103p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accreditation (Institutions); Agency Cooperation; Articulation (Education); Behavioral Objectives; Career Counseling; Career Guidance; Case Studies; College Role; *Core Curriculum; Counseling Techniques; *Curriculum Development; *Educational Benefits; Educational Opportunities; Foreign Countries; Guidelines; *Job Training; Postsecondary Education; Program Content; Secondary Education; Staff Development; Student Attitudes; Student Evaluation; Student Needs; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Great Britain; Special Needs Students; *Technical and Vocational Education Initiative

This publication is primarily intended to persuade Further Education (FE) colleges in Great Britain to support and become involved in Technical and Vocational Education Initiative (TVEI) schemes. (Formulated in 1982, TVEI represents a major proposal to shift the curricular emphasis for the 14-18 age group toward a more work-oriented philosophy.) The introduction to the guide traces the development and outlines the major objectives and components of TVEI. The remaining chapters of the main body of the guide deal with the following topics: plans for a 4-year framework; the nature of the curriculum; guidance, counseling, and assessment; accreditation; special learning needs; evaluation and review; and staff development. The first three appendixes outline TVEI aims and criteria, curricular examples, and program offerings as they compare to other options available for 14- to 18-year-olds. The fourth appendix includes case studies highlighting the following topics: student perceptions of TVEI; TVEI across the ability range; guidance, counseling, and assessment; ways of bringing institutions together; community validation in TVEI; interagency cooperation; and TVEI staff development. The remaining three appendixes include a bibliography, glossary of abbreviations, and list of study group members. (MN)

Le Baron, Beth; And Others
Community Renewal. Experiences from the Field. An Adult Educator's Resource Kit. 2nd Edition.
British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
PUB DATE- Jun 85
NOTE- 104p.
AVAILABLE FROM- Community Initiatives Publications, 2832 West 36th Avenue, Vancouver, British Columbia V6N 2R1 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Adult Programs; Advocacy; *Community Change; *Community Education; Community Resources; Community Services; *Economic Change; Economic Progress; *Economics; Employed Women; Females; Fine Arts; Foreign Countries; Job Skills; Leisure Time; Money Management; Recreation; Social Services; Stress Management; Theater Arts; Unemployment; Volunteers; Womens Studies
IDENTIFIERS- British Columbia; Self Reliance; Self Sufficiency; Stress (Biological)

This kit suggests ideas and resources for adult educators and other community workers to use in assisting individuals, groups, and communities to respond effectively to a changing economy. Introductory materials provide the purpose, a note on content arrangement, and suggestions for program methods and program planning. The main portion of the kit is divided into 10 sections, each devoted to one program theme. Each program theme unit contains a brief introduction to the theme or subject; "Program Possibilities" taken, for the most part, from program calendars of adult education institutions (topics and a suggested type of program for each); "Experience Suggests," which draws out the main features and lessons from the field in the program area; and "Resources," which lists some of the programming aids available (organizations and publications). The 10 themes are finances and the law, marketable skills, stress, women, advocacy, economic self-reliance, volunteer programs, entertainment/recreation, theater and the arts, and understanding economics. Two other sections concern obtaining, digesting, and recycling economic and social information for community education purposes and simple evaluation. (YLB)

ED 263 393 CE 042 911

Vocational Improvement Practices. Promising Practices in Connecticut Vocational and Adult Education.

Connecticut State Board of Education, Hartford.

PUB DATE- 85
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Education; Agricultural Education; Allied Health Occupations Education; Animal Husbandry; Business Education; Career Education; Consumer Economics; *Demonstration Programs; Educationally Disadvantaged; Electronics; Employment Potential; English (Second Language); Industrial Arts; Job Skills; Microcomputers; Occupational Home Economics; Office Occupations Education; Postsecondary Education; Program Descriptions; School Business Relationship; Secondary Education; Special Education; Technical Education; Trade and Industrial Education; Unemployment; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Connecticut

This compendium provides information concerning promising methods and techniques in vocational and adult education in Connecticut during the 1984-85 school year. It is targeted at educators who wish to improve their own vocational and adult education programs and services. Practices described in the document were selected by a panel of educators based on the following criteria: the practice meets an identified need for a specific problem or target population; indicators suggest that success is measurable; adoption or adaption by others is possible; resources required are practical; and the practice has been in operation for at least one year. Programs are presented in alphabetical order by title. Each one-page program description lists descriptors, target audience, major objectives, overview of the program, indicators of success, resources needed, and a contact person. The guide is indexed by vocational education subject areas and by areas of focus. The following 13 programs are described: accelerated secretarial science certificate program, adopt-a-school program, basic and trade-specific computer literacy, Bloomfield school/business collaborative, business office skills development, career awareness and related employment, developing husbandry skills through small animal learning centers, electronic assembly training, graduation requirements, health occupations--nursing assistant, microcomputers in accounting, microcomputer keyboarding for middle/junior high school students, and occupational English as a second language. (KC)

ED 263 464 CG 018 620

Loase, John Frederick
The Psychometricization of Sigfluence.
PUB DATE- Aug 84
NOTE- 36p.; Paper presented at the Annual Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Concept Formation; *Definitions; *Individual Needs; *Influences; *Interpersonal Relationship

The English language lacks a word that means long-term interpersonal influence of one person toward another. This failing likely conditions people to be superficial in their thinking, and consequently in their behavior. A new term, sigfluence, has been coined to define positive, long-term, significant, impactful, interpersonal influence. One of the fundamental motives underlying human behavior is speculated to be sigfluence. Anecdotal and research evidence supports the development of the construct sigfluence, an interdisciplinary construct which embraces statistics, psychology, sociology, education, philosophy, and theology. Development of the concept of sigfluence should be a four-stage process: (1) an analysis of the validity and reliability of the perception of sigfluence; (2) an attempt to demonstrate the reliability and validity of the construct sigfluence; (3) a demonstration that sigfluence is not a personality factor, value, or interest, but is a fundamental need which all persons possess; and (4) the development of an interpersonal model of sigfluence appropriate for clinical, business, or educational application. Future research about the concept of sigfluence will complement applications of the concept to the educational, political, and business communities. (Author/NRB)

ED 263 548 CS 208 922

Gentry, Richard H.
Broadcast Access and Reply Rights for Politicians and PACs: A Continuing Headache for the FCC.

PUB DATE- Aug 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advertising; *Broadcast Industry; Court Litigation; *Federal Regulation; *Government Role; Mass Media; *Political Campaigns
IDENTIFIERS- Broadcast Access Rights; Fairness Doctrine; *Federal Communications Commission; *Political Action Committees

The major policy issues raised by Federal Communications Commission (FCC) regulations with regard to the year-round nature of political media campaigns and the emergence of political action committees (PACs) are explored in this paper. The first part of the paper introduces the major policy issues, specifically who should have an affirmative right of access to the airwaves, how the government can assure fair treatment of all politicians and parties by broadcasters, and how far the government can go to even out the financial resources used to buy air time. The second part of the paper discusses the equal opportunities section of the Communications Act; the "Cullman" policy, which deals with general fairness issues and not specifically with political campaigning; and the "Zapple" policy, an FCC ruling to the effect that it would not be reasonable for a licensee to refuse to sell time to a candidate comparable to that sold to another candidate. The third part of the paper discusses ineffective legislation and a Supreme Court ruling concerning limitations on campaign financing contributions from PACs, and whether the FCC is required to consider PACs as representatives of candidates in light of the PACs' occasional "search and destroy" conduct. The fourth part of the paper focuses on some recent political access cases as predictors of future policy, precedents determining who has access rights during political campaigns, whether the "Zapple" or"Cullman" policies are applicable to PACs asking for response time, and licensees' obligations and liabilities during noncampaign periods. The fifth part considers whether the PACs should be treated as a special case or if those regulations binding them during campaign periods should also do so during noncampaign periods. The paper concludes that the use of "Cullman" obligations would work affirmatively to redress imbalances in media access posed by PACs. (HTH)

ED 263 564 CS 209 368

Drury, Lori; And Others
Feature Project--A Bookmaking Party.
PUB DATE- Aug 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Books; Class Activities; Classroom Techniques; Creative Writing; Elementary Education; Group Activities; *Learning Activities; Reading Materials; *Student Motivation; *Teaching Methods; *Writing Instruction

The teaching activities presented in this article focus on a bookmaking party, which gives children a format in which they can publish and share their activities in a formal way, provides them with books for recording their writing, and involves students, parents, and the community with children's writing. The paper describes the steps for assembling the materials and organizing the party, and contains a sample invitation and instructions for making the books. (EL)

ED 263 614 CS 209 452

Calkins, Lucy McCormick
Lessons from a Child: On the Teaching and Learning of Writing.
REPORT NO.- ISBN-0-435-08206-X
PUB DATE- 83
NOTE- 184p.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($11.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Developmental Stages; Elementary Education; Revision (Written Composition); Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; Writing Improvement; *Writing Processes; *Writing Research
IDENTIFIERS- Writing Attitudes; *Writing Workshops

Drawn from a larger study involving 16 children and 7 classrooms at a New Hampshire elementary school, this book presents a case study of one child's growth in writing during third and fourth grade. The first section of the book describes the inception of the writing workshop in one classroom, including the partnership between the researcher implementing the workshop and the classroom teacher, the use of teacher editing at the end of the writing process rather than sooner, and the teacher's role as she took over a child-centered workshop in an otherwise traditional classroom curriculum. The second section of the book focuses on the writing development of one student, including the child's gradual grasp of the revision process, her development of the writer's "executive" or reader's function, and her mastery of writing and revision strategies. The third section of the book deals with the writing classroom as a context for growth, specifically how a different classroom teacher approached the workshop model with an emphasis on peer interaction during the writing process, how the child's writing reflected her changing concept of what good writing was, and how reading and writing can be integrated to further children's writing development. (HTH)

ED 263 673 EA 018 068

Hales, Loyde W.; Waggoner, Jacqueline

Measuring Work Values of Public School Administrators.

PUB DATE- Apr 84

NOTE- 22p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 21-23, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Administrator Role; Altruism; *Attitude Measures; Elementary Secondary Education; Life Satisfaction; Multivariate Analysis; *Public Schools; Self Concept Measures; Sex Differences; Statistical Analysis; *Values; *Work Attitudes

IDENTIFIERS- *Ohio Work Values Inventory

This paper presents the results of research investigating (1) the reliability and validity of the Ohio Work Values Inventory (OWVI) when used with public school administrators; (2) the work values of public school administrators; (3) differences in work values of male and female administrators; and (4) differences in work values of individuals at different levels of administration. Instruments were distributed to 701 school administrators from two central city and eight suburban school districts in Oregon and Washington, with a response rate of 55 percent. Coefficients alpha, means and standard deviations were calculated for all OWVI scales, and multivariate analyses were performed on the sex of the respondent and on the level of administration, along with factor analyses on responses to the 77 items of the OWVI. The research indicates that school administrators value jobs that are enjoyable, involve working with ideas, allow for self-realization and for helping others, and provide for independence and the opportunity to work with others. On 9 of the 11 work values, male and female public school administrators responded similarly, suggesting that both sexes find similar qualities of work personally rewarding and fulfilling. Finally, the scale mean for the work value of money was found to be less than those for the higher order needs of self-realization and altruism. Results are tabulated in seven statistical tables, and references are included. (TE)

ED 263 364 CE 042 866

Gujral, Liveleen K.; And Others
Vocational English as a Second Language for Welding.
Pomona Unified School District, Calif.
PUB DATE- 84
NOTE- 326p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Vocational Education; Behavioral Objectives; Blueprints; Classroom Techniques; *Content Area Reading; Cultural Context; Employment Interviews; Equipment Utilization; Fractions; Job Application; *Language Skills; Learning Activities; Measurement Techniques; Metals; Prevocational Education; Refugees; Safety; Secondary Education; Second Language Instruction; *Vocational Adjustment; Vocational Education; *Vocational English (Second Language); *Welding; Work Environment

This curriculum is designed to for use with adult refugees studying welding. The first portion of the guide includes 21 lessons in which students are given the opportunity to develop aural comprehension and reading skills while studying such topics as body parts and clothing, safety, welding tools, arc and gas welding, fractions and measurements, metal types and shapes, types of welds, welding defects and problems, and blueprint reading. The next three units, which are intended to provide a cultural orientation to the world of work, deal with job applications, interviews, and behaviors. Basic pronunciation skills are addressed in the final unit. Each unit contains some or all of the following: an introduction, statement of purpose, objectives, vocabulary, materials, procedures, and student lessons. An appendix to the guide includes duplicating masters for use in making flash cards to accompany the lessons. (MN)

ED 263 380 CE 042 893

MacFarland, Thomas W.
A Behaviorist Strategy to Improve Vocational Outcomes by Promoting Moderate Goal Setting.
PUB DATE- Dec 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Vocational Education; *Behavioral Objectives; Criterion Referenced Tests; Difficulty Level; Instructional Development; Labor Needs; Linear Programing; Needs Assessment; *Outcomes of Education; Postsecondary Education; Secondary Education; *Student Evaluation; *Student Motivation; Task Analysis; *Vocational Education
IDENTIFIERS- *Behaviorism; *Goal Setting

Research has shown that tasks of intermediate difficulty generally elicit the greatest efforts on the part of students. For this reason, teachers are advised that the use of moderate goal setting is one of the most effective means of ensuring favorable vocational outcomes. The general paradigm of achieving vocational success through moderate goal setting is as follows: analyze industrial and personnel needs; determine terminal objectives (by questioning and observing behavior); formulate and present enabling objectives (using the techniques of task analysis and linear programming); and assess student performance (by administering criterion-referenced tests). Although some critics of the behaviorist approach believe that this approach delegates educators to the role of mere classroom managers, practice has shown that the objectivity of the behaviorist approach lends support to the high degree of professionalism required if educators are to achieve desired vocational outcomes successfully. (MN)

ED 263 407 CE 042 938

Malone, Ollie, Jr.
Adult Education for the Deaf: Present Dilemmas, Future Opportunities.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Adult Educators; Educational Needs; *Hearing Impairments; *Teacher Characteristics; Teacher Education; Teacher Supply and Demand; *Teaching Methods

A need exists to train persons to work with hearing-impaired adults. While the physical effects of deafness are significant, the greatest impact on the hearing-impaired person lies in the psychological area. Psychological implications are separation from the mainstream, joining and identifying with persons of similar disabilities, and perceived academic inferiority. Formal education of the hearing-impaired child should begin as soon as the impairment has been diagnosed. Early training, preschool programs, and elementary and secondary education focus on development of language. Postsecondary programs, while not plentiful, are available. Continuing education programs are not nearly so prevalent. Trends in American society with implications for the hearing impaired are the movements (1) to an information society, (2) from institutional help to self-help, (3) toward a participatory democracy, and (4) from a hierarchical society to one comprised of networks. A hearing person/educator requires certain attributes to work with the hearing impaired: interest in working with them; natural, face-to-face communication; efforts to learn sign language; and use of interpreters and counselors who are hearing impaired. Techniques useful in educating the hearing impaired are learning centers; self-directed learning; use of deaf persons, interpreters, or other support persons; captioned films; and demonstrations. (YLB)

Math on the Job. Radio-TV Service Person.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 28p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; *Television Radio Repairers; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of radio-TV service persons and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a radio-TV service person with which the student is likely to be familiar. The next two sections deal with the work environment of the typical radio-TV service person and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by radio-TV service persons are provided. Various suggestions are listed for students interested in further exploring the occupation of radio-TV service person. A glossary and answer sheet conclude the booklet. (KC)

ED 263 451 CG 018 607

Solomon, Jonathan M.; Strutt, George F., Jr.
Promoting Career Awareness in Psychology through Exploring.

PUB DATE- Aug 85
NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Career Awareness; *Career Exploration; *Experiential Learning; High Schools; Program Development; *Program Implementation; *Psychology
IDENTIFIERS- *Boy Scouts of America

This paper describes a career awareness program in psychology sponsored by the Central New York Psychology Association and Hutchings Psychiatric Center, in association with the Exploring Division of the Boy Scouts of America. The Exploring program is described as a coeducational program which seeks to provide young people between the ages of 14 and 20 with career awareness opportunities in more than 100 different specialties. The Psychology Explorer Post, which has served an average of 75 high school students in each of its 3 years of operation, is presented as one area of the Explorer program which describes the work lives of psychologists and allows students to gain an understanding of the field of psychology, its educational requirements, and its occupational opportunities. The steps taken by sponsoring professional groups in creating and running their own post programs are outlined. Basic principles of the Psychology Post are explained and problems encountered in implementing the program are discussed. Monthly meetings of the Psychology Post are reviewed which usually involve presentations by practicing psychologists in their respective areas of expertise followed by small group discussions. The establishment of two research groups, one involved in survey research and the other involved in conducting an experiment, are described as optional activities for members. The benefits to Post members and to sponsoring organizations are described and colleagues are encouraged to establish similar groups in their communities. (Author/NRB)

ED 263 478 CG 018 635

Lichtenberg, James W.; And Others
Perspectives on Process: The Microanalysis of a Single Counseling Session. Papers presented at a Symposium of the Annual Convention of the American Psychological Association (93rd, Los Angeles, California, August 23-27, 1985).
PUB DATE- Aug 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - General (020) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attribution Theory; *Counseling; *Counselor Client Relationship; *Data Analysis; Discourse Analysis; Information Theory; *Interpersonal Communication; *Research Methodology
IDENTIFIERS- *Coding

This document contains six papers from a symposium on counseling process research which offer the application of multiple research perspectives and analysis of a common data set. Analyses of two interviews from a single counseling case include lag analysis of relational control, the investigation of topic control, discourse analysis of the interaction, information theory analysis of the structure of the interaction, and analysis of the attributional changes and interpersonal strategies occurring during the sessions. "A Structural Analysis of Counseling Interaction" by James W. Lichtenberg analyzes two sessions' talk with a coding scheme that orients the coder to locate evidence of relational control in the counselor and client utterances. "Interactive Counseling Discourse as Social Control: Stochastic Analysis and Microanalysis" by Myrna L. Friedlander and Susan D. Phillips analyzes the sessions' talk by administering some of the categories of the Discourse Activity Analysis System and the stochastic tests of stability and predictability of talk sequences. "An Examination of Topic Control in Counseling" by Terence J. Tracey analyzes the sessions by administering a coding scheme consisting of topic initiation and topic following. "A Descriptive and Lag Analysis of Relational Control in Counseling" by Laurie Heatherington analyzes the talk by using the coding scheme provided by the Relational Communication Control Coding System categories and the procedures of a lag sequential analysis. "Influence in Counseling: Content and Relationship" by Charles D. Claiborn analyzes the sessions by administering a modification of the Interpersonal Communication Rating Scale categories. The final paper "On Getting Closer to a Description of the Actual Events in Counseling: Discussant Remarks" by Michael J. Patton, provides a summary of the papers presented and poses some relevant questions for further consideration. (NRB)

Kulik, Chen-Lin C.
Effects of Inter-Class Ability Grouping on Achievement and Self-Esteem.
PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Elementary Secondary Education; *Gifted; *Meta Analysis; *Self Esteem; *Slow Learners; Students; Track System (Education)

Inter-class ability grouping, i.e., assigning students to classes according to ability, is a controversial topic among parents, teachers, school administrators, and educational researchers. To determine the effects of inter-class ability grouping, a meta-analytic methodology was applied to 85 studies carried out in elementary and secondary schools. Screening of studies yielded 40 studies at the elementary school level and 45 studies at the secondary school level which were suitable for analysis. Two separate analyses were performed. The first analysis covered achievement results, which were reported in 78 studies. The second analysis covered self-esteem results, which were reported in 24 studies. The results revealed that, while the average achievement effect size was only 0.15, certain types of studies produced stronger results than did other types of studies. The feature that proved most important in determining strength of results was the type of program examined in the study: honors programs designed especially for talented students had clear positive effects when compared to XYZ and remedial programs. Results on self-esteem revealed that the average effect of grouping on self-esteem scores of students was near zero. These findings suggest that homogeneous grouping is often beneficial for talented students, may improve achievement and self-esteem of slow learners, and has little effect on the achievement and self-esteem of average students. Graphs are included. (NRB)

ED 263 506 CG 018 663

Staudenmier, Julie; Tetrick, Lois E.
Perceptions of Appraisal Episodes: A Test of Two Structural Models.

PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Employee Attitudes; Goal Orientation; Job Performance; Models; *Objectives; Performance Factors; *Personnel Evaluation; *Work Attitudes; *Work Environment
IDENTIFIERS- *Performance Appraisal

Although previous research on perception of work environment has focused on the underlying structure of the environment, perception of a specific event can indicate whether a three-dimensional model (prediction, understanding, and control) or a two-dimensional model (information and control) accounts for the individual's perception in terms of goal setting, goal consensus, goal clarity, performance clarity, ownership of goal setting and appraisal process, and impact on appraisal interview. These two models were examined in the context of the performance appraisal episode. A 15-item questionnaire representing the above six variables was administered to 206 exempt employees at a large electronic information processing organization. The results indicated that the three-dimensional model fit the data better than did the two-dimensional model. This suggestion, however, is tentative because of some limitations on this study. Not all aspects of the performance appraisal interview were included, error terms were assumed to be uncorrelated, and the goal-setting and appraisal program was newly instituted in the sample. Nonetheless, prediction, understanding, and control are three psychological dimensions that individuals use to make sense of events in their work environment. (TW)

ED 263 585 CS 209 394

Hall, Susan E. M.
Fat Letters and Other Observations of Young Children Learning to Write.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Oct 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Development; *Handwriting; *Kindergarten Children; Learning Activities; Learning Processes; Learning Theories; Primary Education; *Skill Development; Word Recognition; *Writing Processes; *Writing Skills
IDENTIFIERS- Invented Spelling; *Print Awareness

Some of the ways young children initially approach writing, including their understanding and involvement with the writing process, is the focus of this paper. It illustrates the variety of ways children deal with the concept of spaces between words, the differences between printed and cursive writing, and the left-to-right, top-to-bottom directionality of writing. The paper concludes with the observation that understanding how young children perceive and use the conventions of writing may be the first step in determining what information they are ready to learn and may lead to more effective techniques for teaching the conventions as adults use them. (EL)

ED 263 600 CS 209 424

Berlin, James A.
Writing Instruction in Nineteenth-Century American Colleges. Studies in Writing & Rhetoric.
Conference on Coll. Composition and Communication, Urbana, Ill.
REPORT NO.- ISBN-0-8093-1166-6
PUB DATE- 84
NOTE- 126p.; Foreword by Donald C. Stewart.
AVAILABLE FROM- Southern Illinois University Press, P.O Box 3697, Carbondale, IL 62901 ($8.50).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060)
DESCRIPTORS- College English; *Educational History; *Educational Theories; Higher Education; *Rhetoric; Rhetorical Criticism; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Nineteenth Century Rhetoric; *Rhetorical Theories

An examination of nineteenth century rhetoric is presented in this publication. The first chapter analyzes three rhetorical systems of the nineteenth century: classical, psychological-epistemological, and romantic. The second chapter discusses the demise of the classical tradition, while the third chapter, "The Triumph of Eighteenth-Century Rhetoric," focuses on the rhetorical theories of George Campbell, Hugh Blair, and Richard Whately, exploring their influences on nineteenth century pedagogy and social thought. Chapter four describes American imitators of Campbell and Blair, specifically Samuel P. Newman and Henry Day, and chapter five deals with Ralph Waldo Emerson and romantic rhetoric. Chapter six examines aspects of the scientific approach--the managerial scheme of invention, arrangement, and style--and its consequences. Chapter seven presents the rhetoric of Fred Newton Scott as a new direction for college writing instruction, and the final chapter considers three contemporary approaches to teaching writing. A twelve-page bibliography concludes the study.

ED 263 630 CS 505 078

Griffin, Robert J.

Media Use and Energy: A Panel Study of Education, Knowledge, and Conservation Behavior.

PUB DATE- May 85
NOTE- 34p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Consumer Education; *Educational Attainment; *Energy Conservation; Information Seeking; Information Sources; *Knowledge Level; *Mass Media Effects; *Media Research; Public Opinion
IDENTIFIERS- *Media Use; Public Service Advertising

A study was conducted to determine (1) the effect of educational level on knowledge gain about energy conservation, and (2) whether media use is associated with differential gain in knowledge across educational levels. Telephone surveys were completed by 333 single-family homeowners in a northern state, many of whom were retired and living on fixed incomes. One year later, 227 of the original sample were reinterviewed. Public affairs energy knowledge, total energy conservation behaviors, media exposure and use, energy information seeking, conservation attitudes, and educational level were all measured. The results indicated that the more highly educated residents in the community appeared to have gained information about the energy situation and its tradeoffs at a faster rate than the less educated. Neither public affairs energy knowledge nor practical energy knowledge directly affected energy conservation behavior, although it appears that at least practical energy knowledge indirectly facilitated actions to save energy in the home, such as lowering thermostats. None of the media usually relied upon by government agencies, utilities, interest groups, and others to convey energy information to the public appeared to be related to the holding of this practical knowledge. (Tables of data are included.) (HTH)

ED 263 659 EA 018 036

Hillman, Susan J.
Knowledge of Legally Sanctioned Discipline Procedures by School Personnel.

PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Compliance (Legal); *Counselor Attitudes; Court Litigation; *Discipline; Discipline Policy; Federal Regulation; High Schools; *Knowledge Level; *Legal Responsibility; Principals; Student Rights; *Teacher Attitudes
IDENTIFIERS- Goss v Lopez; Indiana; State Regulation; Supreme Court

Principals, teachers, and counselors in 15 Indiana high schools were interviewed to determine what procedures they believed were required in various disciplinary actions, and what authority they believed had sanctioned these procedures. The interviewees came from small, medium, and large schools in rural and urban settings. Nearly 71 percent of the principals were able to list all the rights granted in short suspension cases, whereas fewer than 30 percent of the counselors and teachers could do so. Most principals also exhibited good understanding of the complex requirements in expulsion cases, whereas counselors and teachers showed much more limited knowledge even of preliminary procedures. Principals were more knowledgeable concerning whether procedures were based on United States Supreme Court decisions or on state law than were counselors or teachers, and all groups were more fully aware of state requirements than of the Supreme Court's mandates. The research upheld the hypotheses that more highly placed school personnel exhibit greater knowledge of sanctions and that the closer the sanctioning authority is to the school the more aware personnel are of the mandates established. This report includes a discussion of the legal considerations and court decisions behind Indiana's disciplinary process regulations. (PGD)

ED 263 687 EA 018 092

Sherman, Joel D.
Resource Allocation and Staffing Patterns in the Public Schools.

PUB DATE- 2 Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Charts; Educational Economics; *Educational Trends; Elementary Secondary Education; Expenditure per Student; *Expenditures; Operating Expenses; *Public Schools; *Resource Allocation; School District Spending; *School Personnel; *School Statistics; Staff Utilization; Tables (Data); Teacher Salaries
IDENTIFIERS- National Center for Education Statistics; National Education Association

This paper reviews trends in resource allocations in the public schools over the last 25 years. It focuses specifically on changes in expenditures and school staff for the nation as a whole and for each of the 50 states and the District of Columbia, using data from the National Center for Education Statistics and the National Education Association (NEA). The expenditure analysis using national data sets extends only from 1960 to 1980, since data disaggregated by major function were not available nationally after 1980; but this is supplemented with case studies of recent expenditure trends in California, Florida, and Pennsylvania. Staff trends are analyzed through 1984, since data by staff position were available for more recent years. Tables and charts illustrate the following statistics: (1) teachers' salaries as a percentage of current expenditures; (2) changes in real current expenditure per pupil; (3) distribution of current expenditures by major function; (4) changes in school enrollment and instructional personnel; and (5) changes in percentage of total expenditures allocated to instruction, fixed charges, and administration, respectively. The conclusion suggests a need for reversing the trend in resource allocation so that student instruction again assumes priority. (TE)

ED 263 422 CE 042 970

Math on the Job. Sales Clerk.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 28p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Arithmetic; *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Occupational Information; Salesmanship; *Sales Occupations; *Sales Workers; Secondary Education; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of sales clerks and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a sales clerk with which the student is likely to be familiar. The next two sections deal with the work environment of the typical sales clerk and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by sales clerks are provided. Various suggestions are listed for students interested in further exploring the occupation of sales clerk. A glossary and answer sheet conclude the booklet. (MN)

ED 263 520 CS 008 145

French, Michael P., Ed.
Current Issues in Reading.
Wisconsin State Reading Association, West Allis.
PUB DATE- 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Basic Skills; Elementary Secondary Education; Language Acquisition; *Parent Participation; Program Content; Reading Attitudes; Reading Difficulties; *Reading Instruction; Reading Material Selection; Reading Processes; *Reading Programs; Reading Readiness; Retention (Psychology); Scholarly Journals; Study Skills; *Teaching Methods; Writing Skills
IDENTIFIERS- Metacomprehension

Articles in this journal issue focus on reading acquisition and instruction. The titles and authors are as follows: (1) "10 Good Ways to Involve Parents in the Reading Program," by Nickolas Criscuolo; (2) "A Parent Guide for Helping the Child with A Reading Disability," by Frederick Duffelmeyer and Dale Baum; (3) "Promoting a Good Attitude toward Reading," by Leslie Anne Perry; (4) "Basic Skills: 'We Cannot Return If We Haven't Left,'" by Ann Shea Bayer; (5) "Writing as a Language Education Issue: How Should It Be Taught and What Should Be Emphasized," by Susanne Nicholai and Jeanne Ehlinger; (6) "Report: Wisconsin Secondary Reading Programs," by the Secondary Committee of Wisconsin State Reading Association; (7) "Articles Too Good to Miss: An Annotated Guide of Readership Choice," by Jerome Harste, Karin Dahl, and Diane Stephens; (8) "Metacomprehension," by Sally Standiford; and (9) "Which Study Techniques Are Most Effective in Promoting Retention of Information?" by Russ Burgett. (HTH)

ED 263 535 CS 008 213

Chase, Nancy D.

Reader Response Techniques for Teaching Secondary and Post-Secondary Reading. College Reading and Learning Assistance Technical Report 85-07.

Georgia State Univ., Atlanta. Div. of Developmental Studies.

PUB DATE- Nov 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Comparative Analysis; *Critical Reading; Critical Thinking; Peer Evaluation; Postsecondary Education; Prior Learning; *Reader Response; Reader Text Relationship; *Reading Instruction; Reading Processes; Schemata (Cognition); Secondary Education; *Teaching Methods; Theory Practice Relationship

This paper describes a five-step technique for secondary and postsecondary reading instruction, compatible with reader response theory, and addressing the need for academically underprepared students to experience the validation of their personal responses to texts. The first step involves identifying prior knowledge and opinions before reading the text and listing remembered information and reactions after reading the text. The second step involves the organization and synthesis of the lists generated in the identification stage. Students corroborate their individual reactions in small peer groups, outlining or mapping key issues and supporting ideas. The third step involves expressing, in which students consolidate the views of their peers with their own views by sharing their maps or outlines, or exchanging for critique two-page response papers. The fourth step involves analyzing, as the teacher fills in the "gaps" of information or logic by providing, for example, the socio-historical context in which the text was written, or providing similar works by other authors for comparison and contrast. In the final step, evaluating, students react to the global issues and hypothetical situations originally discussed in prereading activities in light of their experience with the text. They evaluate their previous beliefs and opinions, and infer how the author and others in differing interpretive communities would react to these issues and situations. (HTH)

ED 263 565 CS 209 369

Tackabury, Pamela
Feature Project--A Bright Idea.
PUB DATE- Apr 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Art; *Art Activities; Assignments; Class Activities; Classroom Techniques; Elementary Education; *Integrated Activities; *Language Arts; *Learning Activities; Medieval History; *Student Motivation; Teaching Methods
IDENTIFIERS- *Illuminated Manuscripts

The teaching activities presented in this paper introduce elementary pupils to illuminated manuscripts of the Middle Ages, and, in doing so, integrate art and language and also provoke interest in history. The paper provides references, tells how to produce an illuminated calendar page (including getting background information on the history of the illuminated manuscript and on the process of illumination), and suggests related activities, such as creating scenes, poems, letters, and decorative borders. (EL)

ED 263 702 EC 180 969

Lowenthal, Barbara
Classroom Classics: Natural Language Stimulation for Language Delayed Children.
PUB DATE- 84
NOTE- 5p.; A publication of the Illinois Council for Exceptional Children.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication Skills; Early Childhood Education; *Language Acquisition; *Language Handicaps; Parent Role; *Stimulation; Syntax; Teacher Role; Teaching Methods; Vocabulary Development

The paper describes methods of natural language enhancement which both teachers and parents can use with young children who have language delays. The importance of connecting language to meaningful, functional communication is stressed. The reinforcement for the child becomes the adult's natural and spontaneous response. Adults, then, must prove to children that words work. Expansion, one method of language enhancement, builds the child's immature responses into more mature syntax. Parallel talk is another technique, in which adults supply children with short phrases describing their actions. Parents and teachers use self-talk when they describe their own thoughts and actions in short phrases and sentences, thus modeling language. A fourth language stimulaton method is providing as many experiences as possible with concrete objects in relation to natural, meaningful situations at school or in the home. (CL)

ED 263 307 CE 042 599

Alex, Laszlo
Development Prospects of Vocational Training.
PUB DATE- Sep 85
NOTE- 18p.; Paper presented at the International Seminar of the International Association of Educational and Vocational Guidance (Dubrovnik, Yugoslavia, September 23-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Apprenticeships; Economic Climate; Economic Factors; *Educational Demand; *Educational Needs; Educational Opportunities; Educational Practices; Educational Trends; *Foreign Countries; *Futures (of Society); Influences; Labor Market; Labor Needs; Needs Assessment; Postsecondary Education; Secondary Education; Technological Advancement; Trend Analysis; *Vocational Education
IDENTIFIERS- *West Germany

In the Federal Republic of Germany, apprenticeship is the preponderant form of vocational training. The basis of the training is a private legal contract between the trainer and the trainee. The practical part of the training takes place in the training firm from 3 to 4 days per week, and the theoretical part takes place in a vocational school 1 or 2 days each week. Economic, labor market, and technological development has a profound effect on both the demand for and the offer of work-related vocational training. The influence of technological advancement both on the occupational structure and on the relative demands for certain types of jobs and levels of skill are already being felt in the workplace. The changes that are currently underway in the German economy and labor market are making it increasingly necessary that vocational training provide more (1) basic occupational education, such as that which has traditionally been the province of general education; (2) training in the areas of abstraction, thinking and planning skills, and cooperation; and (3) technical work-related training, perhaps in the form of vocational instruction by correspondence. It is particularly important that the latter be provided for vocational instructors and teachers. (MN)

ED 263 336 CE 042 795

Collaboration for Local Economic Development: The Role of Public Educational Institutions.

British Columbia Dept. of Education, Victoria. Post-Secondary Dept.

PUB DATE- Mar 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Community Education; Continuing Education; *Economic Development; Foreign Countries; Institutional Cooperation; Job Development; Public Agencies; *Public Schools; School Business Relationship; *School Involvement; *School Role
IDENTIFIERS- *British Columbia

An enrollment-driven finance formula that has been developed for public educational institutions in British Columbia tends to favor the survival of traditional youth-oriented labor force training. Community education is approaching extinction in many colleges and school districts. Yet the ad hoc programming capability of continuing education makes it a useful partner in addressing the educational aspects of local economic development. The process of attracting and inventing new business and industry for economic renewal is one that extensively involves the resources of a public educational institution. The range of different business structures available provides many opportunities for linkages and partnership between a variety of community agencies and public educational institutions, and many vehicles exist to assist in the development of local business activities. Public educational institutions may play many different roles in local economic development and can provide the link between learning and its practical application in the community. (The report concludes with recommendations to the Ministry of Education. Appendixes, amounting to over four-fifths of the report, include listings of types of business structures, enabling vehicles for local economic development, possible institutional initiatives, and 12 case studies of public educational institutions' involvement in collaborative local economic development initiatives in British Columbia.) (YLB)

ED 263 465 CG 018 621

Overcoming Barriers for Displaced Homemakers in Nontraditional Occupations. A Manual of Strategies.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- California State Dept. of Education, Sacramento.
PUB DATE- Feb 83
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Career Counseling; *Coping; *Displaced Homemakers; *Employed Women; Females; Helping Relationship; *Nontraditional Occupations; Reentry Workers; *Sexual Harassment; Vocational Education Teachers; *Work Environment

This manual examines problems the displaced homemaker encounters on the job and offers strategies which vocational educators, counselors, and other service providers can suggest to nontraditional students for overcoming these problems. A brief overview of the displaced homemaker is provided and the term "nontraditional occupation" is defined. An exercise is provided which allows the user to understand his agency and how it serves displaced homemakers in nontraditional occupations. A section on barriers identifies barriers in several areas that displaced homemakers may face and a section on strategies presents a table which matches those barriers with suggested strategies for overcoming them. Barriers in attitudes and expectations are countered by strategies involving role models and peer support. Suggestions for strategies for overcoming financial barriers in the areas of transportation, child care, and job placement are included. To counter barriers in background knowledge and experience, strategies are suggested which involve special workshops and courses, hands-on experience, and publicity. Information and physical training are recommended for dealing with barriers related to physical capabilities. Suggestions for handling sexual harassment are given that involve monitoring the environment, the use of awareness sessions and other practical mechanisms, and assertiveness training. An exercise on changing the situation is provided as a guide for developing an action plan to help displaced homemakers in nontraditional occupations cope with identified barriers. This manual concludes with a list of 18 resources, facilitator notes, and a suggested workshop agenda. (NRB)

ED 263 615 CS 209 456

White, Edward M.
Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance. The Jossey-Bass Higher Education Series.
REPORT NO.- ISBN-0-87589-641-3
PUB DATE- 85
NOTE- 304p.
AVAILABLE FROM- Jossey-Bass Publishers, 433 California St., Suite 1000, San Francisco, CA 94104-2091 ($19.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Assignments; *Holistic Evaluation; Program Evaluation; Revision (Written Composition); Teaching Methods; Writing (Composition); *Writing Evaluation; Writing Improvement; *Writing Instruction; *Writing Research; Writing Skills

Reflecting the general concern about student writing performance, this book is designed to present recent advances in the theory and practice of assessing writing ability to all teachers of writing, as well as writing examiners and administrators. The book explores (1) reconsidering the links between teaching and assessing writing, (2) the development and uses of holistic scoring, (3) measuring writing ability by using proficiency tests, (4) selecting appropriate writing tests, (5) how theories of reading affect responses to student writing, (6) designing effective writing assignments, (7) evaluating and scoring writing assignments, (8) organizing and managing holistic essay readings, (9) understanding and using recent writing research, (10) evaluating writing programs and projects, (11) avoiding pitfalls in the testing of writing, (12) continuing issues in teaching and assessing writing, and (13) helping students improve their writing by using some practical approaches for the classroom. (EL)

ED 263 645 CS 505 127

Hellweg, Susan A.; And Others

Emerging Organizational Electronic Communication Technologies: A Selected Review of the Literature.

PUB DATE- Nov 85

NOTE- 47p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Research; Information Dissemination; *Information Networks; Literature Reviews; *Organizational Communication; Research Needs; Research Utilization; Social Influences; *Telecommunications; *Teleconferencing; *Word Processing

A selective review of research dealing with emerging organizational electronic communication technologies from the communication, management, and organizational psychology literature was divided into four categories: word processing, electronic mail, computer conferencing, and teleconferencing (audio/video). The analysis was directed specifically at the communicative implications of these technologies. It was found that research on word processing focused not only on the communicative strategies, but also on the political implications of word processing implementation and usage. It was also found that the most common use of electronic mail was as a substitute for the telephone. Research on computer conferencing revealed that an emotional dimension was possible through this form of communication and that it widened the range of communication options. The studies on teleconferencing examined its strengths and weaknesses and reported various experiences with its use. From this analysis it is concluded that future research should examine (1) the specific contingency utilization framework of each electronic technology based on its limitations and communicative outcomes, (2) the integration of white-collar workers into communicative processes formerly associated with blue-collar workers, (3) the redefinition of communicative roles within the organization, and (4) the decision making processes and influence processes as functions of these technologies . Twelve pages of references are appended. (HOD)

ED 263 322 CE 042 774

Bragg, Debra D.; Miller, Aaron J.
Teacher Retraining and Directed Exchange (T.R.A.D.E.): Pilot Project Documentation and Evaluation.
Ohio State Univ., Columbus. Coll. of Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE- Jun 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Education Work Relationship; High Schools; Inservice Teacher Education; Postsecondary Education; *Program Effectiveness; *Program Implementation; *School Business Relationship; *Teacher Exchange Programs; Teacher Improvement; *Technological Advancement; *Vocational Schools; Work Experience Programs
IDENTIFIERS- Ohio; Project TRADE

The Teacher Retraining and Directed Exchange (TRADE) project was conducted during the 1984-85 school year at five vocational schools in Ohio. During this period, a total of six teacher-employee exchanges were conducted with large and small businesses and industries. An evaluation of the project showed that, generally, the cost of implementing Project TRADE was low. Benefits were described by project participants for teachers, students, industry employees, and schools. Usually, these benefits were related to the attitudes, knowledge, and skills of employees, teachers, and students. The evaluation suggested that complete agreement by the business/industry (B/I) employee was necessary for success. The study also found that although some preservice teacher training was provided for B/I exchange employees, almost all indicated more preservice training time should be given. Teachers who participated in Project TRADE experienced a range of "hands-on" experiences and observations and learned about the latest technology used in their teaching areas. All of the teachers indicated after participating in TRADE that they were confident in their ability to teach about new technical equipment and processes. Recommendations were made for teacher selection, preservice education for exchange employees, selection of B/I employees, Ohio State Department of Education guidelines, goals clarification, information dissemination, and administration of the project. (KC)

ED 263 351 CE 042 831

Czerlinsky, Thomas; Gilbertson, Alan

A National Study of CARF Accredited Vocational Rehabilitation Facilities: Their Structures and Characteristics. Research and Training Center Research Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.

PUB DATE- 85

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; *Client Characteristics (Human Services); *Community Information Services; Disabilities; *Institutional Characteristics; Postsecondary Education; *Referral; *Rehabilitation Centers; Surveys; Vocational Education; *Vocational Rehabilitation; Vocational Training Centers

An investigation studied 554 vocationally oriented CARF (Commission on Accreditation of Rehabilitation Facilities) accredited rehabilitation facilities. The mail survey was returned by 221 facilities, reflecting an effective return rate of approximately 40 percent. Collected data addressed three broad areas: client characteristics, referral sources and percentages of clients referred by each, and facility characteristics. Across respondents, results showed that the typical client was a mentally retarded white male aged 25 to 40, with less than a high school education. Most had no prior skill training. Referral source data showed that State Vocational Rehabilitation Agencies were clearly the largest referral source (over half of all referrals). The average facility served 387 clients per year, and the client stayed for 152 days. Small facilities served clients for only about one-third as long (59 days) as the larger facilities. The average yearly facility income was slightly over $750,000. Fees for services and earned income each accounted for approximately 45 percent of this total. The two most frequent categories of staff were professional staff in client service and production staff. A broad range of services was available. For each area of data, differences were found as a function of facility size. (The instrument is appended.) (YLB)

ED 263 365 CE 042 867

Nonformal Vocational Training. Courier No. 34.
Asian - South Pacific Bureau of Adult Education.
PUB DATE- Jul 85
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Vocational Education; Developing Nations; *Distance Education; Educational Opportunities; Employed Women; Employment Opportunities; Females; Foreign Countries; Lifelong Learning; *Nonformal Education; Professional Continuing Education; Professional Development; Professional Education; Program Development; *Retraining; Skill Development; *Vocational Education; *Womens Education
IDENTIFIERS- *Asia Pacific Region; Indonesia

This issue of the Courier has as its main topic nonformal education for vocational and professional competence. The first article, "Nonformal Education for Vocational and Professional Competence: A Report of a Conference" (John Doraisamy), is a summary of the discussions that arose from the papers presented at the Asian-South Pacific Bureau of Adult Education Region 3 Conference in October 1984. "Women's Participation in Society and Lifelong Education: Aims and Methods of Re-Education" (Makota Yamaguchi) looks at available learning opportunities and barriers for women in education and the workplace and indicates areas where adult education/lifelong learning could assist. The farewell address of Raja Roy Singh to the staff of the Regional Office for Education in Asia and the Pacific follows. "A Distance Learning Development Programme in Indonesia" (Rex Kinder) outlines the development of a project that had the objective of setting up a system of distance education for bank staff. "Defining Nonformal Education" (Alan Davies) is a summary of a small group workshop discussion that attempted a definition of the term "nonformal education." (YLB)

ED 263 381 CE 042 897

Rough Framing. Course in Carpentry. Workbook and Tests.

California State Dept. of Education, Sacramento. Bureau of Publications.

PUB DATE- 83
NOTE- 56p.; For a related document, see CE 042 898.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Building Trades; *Carpentry; *Construction (Process); Learning Activities; Postsecondary Education; *Trade and Industrial Education; *Woodworking; Workbooks
IDENTIFIERS- California

This student workbook, which is intended for apprentices in the carpentry trade, deals with rough framing. The workbook is divided into two sections: the first half consists of instructional materials and study guides, and the second half consists of multiple-choice unit tests on the topics covered in the first part of the book. The following topics are addressed: basic framing systems, framing lumber, horizontal layout, erecting framed walls, and ceiling joists. Lists of required and recommended instructional materials are provided, as well as six tests on each section of the booklet. (MN)

ED 263 394 CE 042 912

Career Ladder: Training Guide.
Middletown Public Schools, Conn.

SPONS. AGENCY- Connecticut State Board of Education, Hartford.
PUB DATE- 85
NOTE- 31p.; For related documents, see CE 042 913-914.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Education; Career Ladders; Child Caregivers; Clerical Occupations; Employment Programs; *Exceptional Persons; File Clerks; Floriculture; Food Service; Glaziers; High Risk Students; High Schools; Individualized Instruction; Job Skills; *Job Training; Mental Retardation; Metal Working; Nursery Workers (Horticulture); *Occupational Information; Receptionists; Special Education; *Work Experience Programs
IDENTIFIERS- Ornamental Iron Workers

The training outlines contained in these packets are designed as models for work-site analysis and training plan development in cooperative work education and Job Training Partnership Act programs for career ladder students. (Career ladder students are those ranging from the mentally retarded to the high-risk dropout in the regular education program.) Each training packet consists of the following: a brief description of the participating firm, a brief job description, a list of prerequisite skills for the position, a list of on-the-job tasks and required skills, and a career advancement ladder. A training plan form, included in this document, provides a guide to development of an individualized instructional program for participating students. Jobs covered in the packets are file clerk, food service worker, receptionist, ornamental metal layout worker, apprentice glazier, child care aide, and general floral worker. (KC)

ED 263 408 CE 042 940

Retirement before Age 65 Is a Growing Trend in the Private Sector. Report to the Chairman, Subcommittee on Civil Service, Post Office and General Services, Committee on Governmental Affairs, United States Senate.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-85-81

PUB DATE- 15 Jul 85

NOTE- 25p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies free; additional copies: $3.25 bound, $1.00 unbound).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Age; *Early Retirement; Employment Patterns; *Middle Aged Adults; Older Adults; Retirement; *Retirement Benefits

IDENTIFIERS- Private Sector

The General Accounting Office examined retirement age trends in the private sector to assist the Congress in its effort to devise a retirement system for Federal employees. The Census Bureau's Current Population Survey (CPS) was identified as a source of information about private sector retirement patterns. March 1974, 1979, and 1984 data were used to identify persons receiving private pension income and their demographic characteristics. Analysis focused on male and female pension recipients aged 50 and older. About half of the individuals who receive private pensions started receiving them by age 62; almost 60 percent started receiving them before reaching 65. Median retirement age was 62. The proportion of people receiving private pension income at ages under 65 increased rapidly between 1973 and 1983. The proportion of all men aged 50 to 64 who received pension income essentially doubled. Women experienced a substantial but smaller increase in pension receipt. About one-third of male private pension recipients aged 50 to 61 were receiving Social Security disability payments, Supplemental Security Income, or Workers' Compensation. (Appendixes include a report with the data and methodology used to derive the results. CPS questionnaires regarding type of benefits received are also provided.) (YLB)

ED 263 438 CE 042 986

Math on the Job. Combination Welder.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 29p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; *Welding; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of combination welders and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a combination welder with which the student is likely to be familiar. The next two sections deal with the work environment of the typical combination welder and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by combination welders are provided. Various suggestions are listed for students interested in further exploring the occupation of combination welder. A glossary and answer sheet conclude the booklet. (KC)

ED 263 507 CG 018 664

Clair, Jeffrey Michael; Hashimoto, Shige

Contrasts and Similarities in Attitudes toward Death of Health Care Providers.

PUB DATE- Nov 85
NOTE- 29p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Allied Health Personnel; *Attitudes; Clergy; *Death; *Fear; *Health Personnel; Medical Care Evaluation; Patients; Psychologists; *Religion; Social Workers

Although death and the circumstances surrounding it are inevitable for all people, open discussions of this subject are considered morbid and thus taboo. The fear of death, however, greatly affects the care administered to dying patients in a health care setting by professionals, family, and friends. A mail survey was administered to 247 individuals, aged 24 to 72, identified from five occupational groups in San Diego County: physicians, nurses, clergy, social workers, and psychologists. The fear of death, a dependent variable, was measured by Feifel's Metaphor Scale and a death adjective semantic differential scale. Data analysis revealed that statistical relationships existed between fear of death and occupation, religious affiliation, and religiosity. Multiple regression, however, did not yield many significant correlations. Age, sex, educational level, and death education training had no significant effect on the attitudes toward death among health care providers. Because imprecise measurement of indicators presents a problem in this type of research, more reliable scales are needed. (Data tables are included.) (Author/TW)

ED 263 549 CS 209 096

Winsor, Jerry L.
Effective Appraisal Systems.
PUB DATE- Apr 84
NOTE- 9p.; In: Professional Communication in the Modern World: Proceedings of the Southeast Convention of the American Business Communication Association (31st, Hammond, LA, April 5-7, 1984). p95-102.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Competence; *Job Performance; Job Skills; *Management by Objectives; *Personnel Evaluation; Personnel Management; Personnel Policy; Personnel Selection

An examination of the goals of an effective employee appraisal system of an effective employee evaluation procedure is the focus of this paper.The paper discusses the purposes of the appraisal system and its objectivity (or lack of it), the selection of items to be judged, the standards for judging the performance of an employee, and the person whose job it should be to conduct the interview. The paper also lists 14 goals of appraisal systems--including such things as setting objectives for future performance, praising good work, and improving superior/subordinate relations. The paper describes three basic approaches for evaluating employees (tell-and-sell, tell-and-listen, and problem-solving). The conclusion discusses recommendations for conducting effective employee appraisals, including 10 criteria that effective employee evaluations should meet. (EL)

ED 263 566 CS 209 370

Language Everywhere--Arts. Compiled from Columns in Three Issues of "Live Wire," August, October, and December 1984.

National Council of Teachers of English, Urbana, Ill.

PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Art Activities; Assignments; Class Activities; Classroom Techniques; Elementary Education; *Integrated Activities; Language Arts; *Learning Activities; *Literature Appreciation; Speech Skills; *Student Motivation; *Teaching Methods; *Writing Instruction; Writing Skills

The teaching activities presented in this compilation of columns from the journal "Live Wire" focus on integrating the arts with language. The selections describe (1) the concept of "framing" in art and in writing; (2) using folktale pantomimes as inspirations for writing; (3) using literature response sheets (samples included) to respond to the characters, scenes, or events in stories; (4) rewriting the comic strips to teach a simple type of dialogue writing; (5) and comparing, contrasting, and describing different picture versions of the same folktale in order to help students analyze what they see. (EL)

ED 263 586   CS 209 395

Downs, Robert B.
Books in My Life. The Center for the Book/Viewpoint Series No. 14.
Library of Congress, Washington, DC. Center for the Book.
REPORT NO.- ISBN-0-8444-0509-4
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Books; Change Strategies; *Influences; Libraries; *Literary History; *Literature; Literature Appreciation; Publications; *Reading Interests; World Literature

As part of the Center for the Book's Viewpoint Series, this booklet considers the impact of books on history and civilization and their influence on personal life as well. Beginning with a preface by John Y. Cole, Executive Director of the Center for the Book, the booklet discusses writer Robert B. Down's favorite childhood books and his interest in books and libraries that led to his writing a number of books on the theme of the influence of books, including "Books That Changed the World"; "Famous American Books"; "Famous Books, Ancient and Medieval"; "Famous Books Since 1492"; "Books That Changed America"; "Famous Books, Great Writings in the History of Civilization"; "Books That Changed the South"; "In Search of New Horizons, Epic Tales of Travel and Exploration"; and "Landmarks in Science, Hippocrates to Carson." The booklet lists the two factors considered when including books in such collections and concludes with an examination of attempts made by other critics to assess the influence of books. (EL)

ED 263 601 CS 209 426

Literature Assignment of the Month. Compiled from Columns in Four Issues of "Notes Plus," September and November 1984 and January and September 1985.

National Council of Teachers of English, Urbana, Ill.

PUB DATE- 85

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- Class Activities; *Comparative Analysis; *English Instruction; Language Rhythm; *Language Usage; *Learning Activities; *Literature Appreciation; Music; *Poetry; Secondary Education; Short Stories; Teaching Methods; Thematic Approach

The teaching activities presented in this paper focus on four literature assignments. The first explores the concept of love throughout two short stories, John Collier's "The Chaser" and Max Shulman's "Love Is a Fallacy." It contains a "true love opinionaire," a discussion of irony in the stories, and a follow-up evaluation. The second assignment deals with teaching the elegy through a comparison of W. H. Auden's "In Memory of W. B. Yeats" with Percy Bysshe Shelly's "Adonais" or John Milton's "Lycidas." Auden's poem provides a natural introduction to many aspects of modern poetry, to the elegy in its various forms, and to the nature of poetry and the poet's place in society. The third assignment directs students to compare Simon and Garfunkel's song "Patterns" with Amy Lowell's poem "Patterns," and Simon and Garfunkel's song "I am a Rock" with John Donne's prose passage from "Meditation 17." It discusses comparing themes, reviewing poetic elements, hearing the musical elements of poetry, and comparing forms. In the fourth assignment, the teacher plays a tape of the poem "The Hollow Men," by T.S. Eliot, asking students to imagine making a video of the poem. After students have described their images of the poem in writing, they begin to understand the poem and to gain confidence in themselves as readers. (EL)

ED 263 631 CS 505 084

Grunig, James E.

A Structural Reconceptualization of the Organizational Communication Audit, with Application to a State Department of Education.

PUB DATE- May 85
NOTE- 82p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Communication Problems; *Communication Research; *Employee Attitudes; Employer Employee Relationship; *Job Satisfaction; *Organizational Climate; *Organizational Communication; *Organizational Effectiveness; Self Evaluation (Groups)
IDENTIFIERS- *Communication Audits

The standard organizational communication audit measures employees' perceptions of and satisfaction with communication in an organization. It does not, however, examine the structural characteristics of an organization, such as centralization or stratification--characteristics that can disclose whether a total communication system is appropriate for the organization it serves. A reconceptualized audit containing structural variables was administered to all employees of a state department of education as the first step in a communication improvement project. The audit surveyed employees' communication both inside the department and with other organizations and publics, relating communication to perceptions of organizational structure, job satisfaction, and satisfaction with the organization's communication system. Results, almost identical for both central office and field employees, showed that the department seemed to be too rigidly structured. Employees perceived it as having highly centralized decision making processes and little autonomy for those outside top management. They also perceived the department as highly stratified, placing barriers between ranks and making interaction difficult between superiors and subordinates in different units. In general, the findings provided support for the inclusion of structural variables in an organizational communication audit, and suggested that the correlation between communication satisfaction and job satisfaction frequently found by researchers is largely spurious. Numerous tables are included. (FL)

ED 263 660 EA 018 038

Greer, John T.
The Decisions of Elementary School Principals: A Test of Ideal Type Methodology.
PUB DATE- 3 Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Administration; Administrator Attitudes; *Decision Making; Elementary Education; *Models; *Principals
IDENTIFIERS- Georgia; *Ideal Type Methodology (Weber); Weber (Max)

Interviews with 25 Georgia elementary school principals provided data that could be used to test an application of Max Weber's ideal type methodology to decision-making. Alfred Schuetz's model of the rational act, based on one of Weber's ideal types, was analyzed and translated into describable acts and behaviors. Interview procedures were designed to reveal these behaviors, and methods were devised for leading the interview data into a matrix for assessment. Sixty-one "unique" decisions, defined as those made without direct precedent and on the decision-maker's own initiative, were found suitable for analysis among those described by the principals. These decisions fell into seven categories: instruction (direct role), instruction (indirect role), students, community and parents, management, finance and budgeting, and safety and maintenance. Of the decisions, 18 percent showed rationality of knowledge but not of choice, 28 percent showed rationality of choice only, 20 percent exhibited both types of rationality, and 38 percent exhibited neither. Three of these groups of decision types could be related to Weber's, but the fourth (those reflecting rational knowledge but not choice) suggested that an additional ideal type should be defined. Brief comments concerning methodological problems conclude the paper. (PGD)

ED 263 674 EA 018 069

Chubb, John E.; Moe, Terry M.

Politics, Markets, and the Organization of Schools.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
PUB DATE- 85
NOTE- 76p.; Paper presented at the Annual Meeting of the American Political Science Association (New Orleans, LA, August 28-September 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Comparative Analysis; Educational Administration; *Educational Environment; Educational Objectives; Elementary Secondary Education; Governance; Institutional Environment; Longitudinal Studies; Organizational Climate; *Organizational Effectiveness; Parent School Relationship; Personnel Selection; Politics of Education; Principals; *Private Schools; *Public Schools; *School Effectiveness; School Organization; Surveys; Teacher Administrator Relationship
IDENTIFIERS- Administrator and Teacher Survey; High School and Beyond (NCES)

Based on the results of an "Administrator and Teacher Survey" (ATS) administered to approximately 500 of the schools included in the "High School and Beyond" (HSB) longitudinal study (which showed that private schools produce significantly greater gains in achievement than public schools), the present study is a detailed comparative description of public and private schools--their relationships with parents and outside authorities, their leadership, their organizational structure, their interpersonal relationships, and their educational environments and practices. The general explanation explored in this paper is that the school environment exerts important and systematic influences over the development of the organizational characteristics necessary for success. The paper begins with a general perspective that emphasizes the school as an organization, followed by a general comparison of public and private school structure and purpose. The following sections compare (1) the relation of public and private schools to their immediate outside authorities, (2) the parental environment, (3) the role of public and private principals, (3) the structure of the school, (4) school personnel, and (5) staff relations. The conclusion suggests that the difference in performance between public and private schools ultimately derives from the greater political constraints of the public school environment, as this is reflected in the role of the principal and in staff relations. Notes and tables are included, along with an appendix describing the derivation of the data from the ATS, and a bibliography. (TE)

ED 263 688 EA 018 093

Hatten, Clyde J.; Barlow, John
Mississippi State Capacity Building Project: Mississippi Dissemination Program--Linking Mississippi Educators. Final Report.
Mississippi State Dept. of Education, Jackson.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 8 Apr 85
NOTE- 26p.
GRANT- NIE-G-80-0020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Consultants; Consultation Programs; *Diffusion (Communication); Elementary Secondary Education; *Information Dissemination; *Linking Agents; Program Development; Program Validation; State Agencies; State Departments of Education; *State Programs; State School District Relationship; *Statewide Planning
IDENTIFIERS- Mississippi; State Capacity Building Program

The Mississippi State Department of Education Dissemination Program undertook a five-year plan from 1980-1985 to develop a coordinated, comprehensive statewide dissemination system for public school improvement throughout the state. The major objectives of the project were to develop the following: (1) a system for collecting, storing, retrieving, and delivering information to Mississippi local education agencies through State Department of Education linking agents and local school media specialists, and (2) a system for discovering the sources of information of all kinds that would be valuable to Mississippi educators as they make decisions that lead to improved educational practices and programs. This document describes the Mississippi dissemination plan in the three key areas of leadership, linkage, and information resources. The first part of the report, "Program Narrative," provides introductory material on this threefold approach, and concludes with a year-by-year overview of the plan in these three areas for each of the five years. The second part lists and describes program accomplishments and activities in each of the three areas. A brief summary of objectives and accomplishments follows and the report concludes with eight short statements on the institutionalization of the project. (TE)

ED 263 703 EC 180 970

Regulations Governing Special Education Programs for Handicapped Children and Youth in Virginia.

Virginia State Dept. of Education, Richmond. Office of Special and Compensatory Education.

PUB DATE- Sep 84
NOTE- 149p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Delivery Systems; *Disabilities; Due Process; Elementary Secondary Education; Eligibility; Evaluation Methods; Federal Aid; *Federal Legislation; Financial Policy; Handicap Identification; Individualized Education Programs; *Legal Responsibility; Program Administration; Referral; *School Districts; Screening Tests; State Aid; *State Legislation; *State Programs; Student Evaluation
IDENTIFIERS- *Virginia

The regulations interpret Virginia's special education legislation as well as P.L. 94-142, the Education For All Handicapped Children Act. Responsibilities of the State Department of Education, including preparing and submitting for approval the Amended Annual Program Plan for the Education of the Handicapped, are considered. The bulk of the regulations focus on six areas of responsibility of local school divisions and state agencies: (1) identification, evaluation, and eligibility (screening, referral, evaluation, eligibility); (2) service delivery (Individualized Education Programs); (3) procedural safeguards (due process, confidentiality, complaint procedures); (4) requirements for establishing surrogate parent procedures for local school divisions and applicable state agencies and institutions (role, appointment, and rights of surrogate parents); (5) administration and governance (personnel development, regional programs); and (6) funding (reimbursement to local school divisions and state operated programs, state funds, federal funds). The final section considers responsibilities of state boards, agencies, and institutions for education and training of children in residence or custody. (CL)

ED 263 423 CE 042 971

Math on the Job. Grain Farmer.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 25p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Enrichment Activities; *Farmers; Farm Occupations; *Grains (Food); Learning Disabilities; *Mathematics Skills; Mental Retardation; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of grain farming and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a grain farmer with which the student is likely to be familiar. The next two sections deal with the work environment of the typical grain farmer and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by grain farmers are provided. Various suggestions are listed for students interested in further exploring the occupation of grain farmer. A glossary and answer sheet conclude the booklet. (MN)

ED 263 452 CG 018 608

Froehle, Thomas C.; And Others
The Changing Profile in Counselor Trainee Student Bodies.
PUB DATE- 1 Apr 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Effectiveness; Counselor Attitudes; Counselor Characteristics; *Counselor Training; *Graduate Students; Graduate Study; Higher Education; Longitudinal Studies; *Personality Traits; *Sex Differences; *Student Characteristics; *Trend Analysis
IDENTIFIERS- Indiana University

The counseling profession has changed emphasis over the past 20 years reflecting a movement in the field from public school to community service to private business. Consequently there has also been a change in the profile of counselor trainees. Data from students (N=238) having attended the counselor training graduate programs at Indiana University over the past 20 years were organized and entered into a management information system for future reference. The time period was divided into five 4-year eras in which various societal changes occurred. Results from the Fundamental Interpersonal Relations Orientation Scale (FIRO-B), the Rotter Internality-Externality Scale, the Sixteen Personality Factor Questionnaire (16PF), the Rokeach Dogmatism Scale, and the Strong-Campbell Interest Inventory (SCII) were analyzed in order to track any significant variances among the eras. The results showed that males and females differed with respect to dogmatism, locus of control, and some FIRO scales. The SCII theme scores and academic comfort scale responses remained constant across the eras. The results suggest that students who select counseling as a profession possess certain core characteristics. While some data suggests that the profile of counselor characteristics for this student body has changed significantly in the past 20 years, the change in the male/female gender ratio appears to be the single best explanation for adjustments in the psychological profile. (Database software information is appended.) (TW)

ED 263 479 CG 018 636

O'Keefe, Garrett J.; Reid-Nash, Kathaleen
Fear of Crime and Crime Prevention Competence among the Elderly.
SPONS. AGENCY- Department of Justice, Washington, D.C. National Inst. of Justice.
PUB DATE- Aug 85
NOTE- 73p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Crime; *Crime Prevention; Demography; *Fear; *Individual Power; *Older Adults; *Self Concept; Sex Differences; *Victims of Crime

Although previous research suggests a disparity between crime fear levels among elderly persons and their actual risk of victimization, little specific data are available on the elderly person's cognitions, attitudes, and behaviors regarding crime prevention. To develop a clear perspective on the crime-related orientations of the elderly, secondary analyses were performed on the combined data from two national probability surveys conducted in 1980-81 during an evaluation of the National Crime Prevention Campaign. The total usable sample (N=2690) included 374 respondents aged 65 and older. The results of these analyses indicated that the elderly accurately saw their risk of burglary, robbery, or assault as lower than the risk for the general population. The elderly, more at risk for less violent street crimes, reported feeling less safe when out alone at night than did the general population. The elderly perceived themselves as less capable or confident in protecting themselves or others than did the general population. These findings suggest that crime fear patterns among the elderly are more realistically based than previously suggested, and that the crime fear orientations and activities of the elderly, while differing in some respects from those of younger persons, may not be incongruent with the fear levels of the elderly. A bibliography and 15 tables are appended. (Author/NRB)

ED 263 493 CG 018 650

Petersen, Anne C.; Crockett, Lisa

Factors Influencing Sex Differences in Spatial Ability during Adolescence.

PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; *Meta Analysis; *Perceptual Development; Secondary Education; *Sex Differences; *Spatial Ability; Test Wiseness
IDENTIFIERS- Mental Rotation

Research on the emergence of sex differences in spatial ability during early adolescence prompted a meta-analysis of 172 spatial ability studies conducted since 1974. The meta-analysis confirmed that there are actually several spatial abilities, that some types of spatial ability show marked sex differences while others show none, and that spatial constructs manifesting sex differences show them as early as the construct has been measured. Studies in the meta-analysis were divided according to three spatial constructs: mental rotation, spatial perception, and spatial organization. Significant sex differences, in favor of males, were found in mental rotation and spatial perception. A longitudinal study of 335 young adolescents revealed strong sex effects (males higher) and grade effects (8>7>6) on the Primary Mental Abilities Test. Another study of 135 high school seniors revealed a timing of puberty effect showing better spatial ability among late maturers on the Embedded Figures Test. Some sex differences in test strategy were found. It was also found that adolescents, especially boys, who participated in spatial activities did better on spatial tasks. These analyses suggest that sex differences in mental rotation skill emerge before adolescence and are little affected by adolescent development and socialization. It is possible that both biological and social factors could account for the observed sex differences. (NRB)

ED 263 521 CS 008 165

Bannister, Linda; Kearns, Richard

Reading, Writing, Thinking and Creating across the Curriculum: An Immodest Proposal.

PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Writing; Creative Thinking; Creativity; Critical Thinking; *Discovery Learning; Discovery Processes; Fused Curriculum; Innovation; *Integrated Activities; Integrated Curriculum; Problem Solving; *Productive Thinking; *Reading Writing Relationship; *Writing (Composition)
IDENTIFIERS- *Invention (Rhetorical); Writing Programs

Based on a project concerned with studying invention across the curriculum, this paper discusses an across-the-curriculum writing program that encourages students to take control of what they are studying, contributing to what is known rather than being passively filled by it. The paper (1) challenges the current notion that creative behavior is a process somehow independent of the enduring product it struggles to produce; (2) affirms and promotes the role reading and writing have in the invention or generation of new ideas in a given discipline; (3) supports the idea that the knowledge, insights, and methodologies of several disciplines may shed light upon one another, thus enabling people to use new logics, evoke new meanings, and discover new patterns in the pursuit of knowing and thinking; and (4) offers general proposals for a new kind of program for writing across the curriculum. (EL)

ED 263 616 CS 209 457

White, Dorothy
Books before Five.
REPORT NO.- ISBN-0-435-08215-9
PUB DATE- 84
NOTE- 196p.; Originally published in 1954.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($10.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Child Development; *Cognitive Development; *Comprehension; Developmental Stages; *Early Experience; Family Influence; Parent Influence; Parent Participation; *Parent Role; Prereading Experience; *Reading Aloud to Others; Young Children

An account by a mother--who was also a children's librarian--of how she explored her young daughter's responses to books, this book describes the effect of books upon the development of children in their early years. Beginning shortly after the child's second birthday, the book relates the mother's and daughter's views about the picture books they shared. The chapters correspond to six month periods of the child's life up to the age of five. The book shows the child's gradual understanding of the meaning of drawings and pictorial symbols, growth in comprehending the meaning of words, development of memory, and emerging distinction between reality and fiction. The book also contains material about a child's joy in sounds and words and in rhymes and rhythms, and perception of literary form both in verse and in prose. A list of the books is included. (EL)

ED 263 308 CE 042 665

Directory of Adult Education Periodicals. Seventh Revised Edition. = Repertoire des Periodiques sur l'Education des Adultes. Septieme Edition Revisee. = Repertorio de Periodicos sobre Educacion de Adultos. Septima Edicion Revisada.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Primary Educ., Literacy & Adult Educ., Educ. in Rural Areas

REPORT NO.- ED-85/WS/55
PUB DATE- 85
NOTE- 154p.; Supersedes ED 233 127.
LANGUAGE- English; French; Spanish
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; Adult Literacy; Continuing Education; Directories; Economic Development; *Educational Research; *Foreign Countries; Foreign Language Periodicals; *International Educational Exchange; *Literacy Education; Nonformal Education; *Periodicals; Scholarly Journals; Womens Education

Intended as a reference for persons seeking documentation on adult education, this directory provides a list of professional journals and newsletters--international, national, and regional--appearing regularly and dealing either exclusively or substantially with information and activities relating to adult education. This seventh revised edition contains information about 209 periodicals: 17 international, 21 regional, and 171 national. The periodicals are grouped by these three categories. Regional periodicals are further divided into those from Africa, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean. National periodicals are arranged by countries, which appear in alphabetical order. Within each grouping periodicals are arranged alphabetically by title. These categories of information are provided for each periodical: complete title, translation of title, former title, languages, frequency of publication, place of publication, name and address of publisher, date of creation, indexing and abstracting coverage, subscription address, subscription cost, subjects covered, types of contents, editor and editorial address, other language titles, and other information. Some of the listings appear in French or Spanish. An index by title is provided. (YLB)

ED 263 382 CE 042 898

The Apprentice Carpenter and the Trade. Course in Carpentry. Workbook and Tests.

California State Dept. of Education, Sacramento. Bureau of Publications.

PUB DATE- 84
NOTE- 65p.; For a related document, see CE 042 897.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Apprenticeships; Behavioral Objectives; *Building Trades; *Carpentry; Collective Bargaining; Construction (Process); Educational Practices; Employer Employee Relationship; Employment Practices; Fringe Benefits; Learning Activities; Postsecondary Education; *Trade and Industrial Education; *Unions; Wages; Woodworking; Workbooks; *Work Environment
IDENTIFIERS- California

This student workbook is intended for apprentices in the carpentry trade. The workbook is divided into two sections: the first half consists of instructional materials and study guides, and the second half consists of multiple-choice unit tests on the topics covered in the first part of the book. The following topics are addressed: a three-dimensional look at carpentry, the apprenticeship program, apprenticeship and the public schools, collective bargaining and its results, wages and benefits, historical development of the United Brotherhood, historical development of employer associations, and changing technology. Lists of required and recommended instructional materials and tests on each section of the booklet are also provided. (MN)

ED 263 536 CS 008 215

Stahl, Norman A.; And Others
Developing Independent Learners: Strategies and Tactics for Mastery of Text. College Reading and Learning Assistance Technical Report 85-10.
Georgia State Univ., Atlanta. Div. of Developmental Studies.
PUB DATE- 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; Higher Education; *Notetaking; *Questioning Techniques; Reading Comprehension; *Reading Improvement; *Reading Strategies; Secondary Education; *Study Skills; *Teaching Methods
IDENTIFIERS- Graphic Organizers

Intended to make teachers aware of various tactics that will move students toward strategies for independent learning, this paper describes several work-study skills, which--once mastered--can be integrated into the set of tactics the life-long learner might use in his or her independent mastery of text and lecture. The first part of the paper deals with improving textbook study with questioning tactics and presents questioning strategies based on two premises: (1) that questioning strategies can be used to increase students' awareness of the characteristics of expository and narrative text, and (2) that questioning is most helpful when students frame their own questions. The second section presents 14 guidelines for improving study through notetaking tactics, while the third section presents guidelines for using graphic organizers, specifically, various kinds of mapping. The fourth section explores some of the shortcomings inherent to reading strategy training and the need for flexibility, so that each student can assemble individual strategies to suit his or her needs. (HTH)

ED 263 567 CS 209 372

Language Everywhere--Social Studies. Compiled from Columns in Three Issues of "Live Wire," August and October 1984 and April 1985.

National Council of Teachers of English, Urbana, Ill.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; Elementary Education; Group Activities; *Integrated Activities; *Language Arts; *Learning Activities; Peer Relationship; Reading Skills; *Social Studies; *Student Motivation; Teaching Methods; Writing Skills

The teaching activities presented in these articles integrate language skills in the social studies curriculum in a variety of ways. The paper describes (1) producing a news program in the classroom; (2) creating "word webs" (using a core word to make associations with other words); (3) making jackdaws (a collection of anything, real or imaginary, that concretely relates to a particular book, time, or theme) in order to increase understanding of an era--its people and places; and (4) writing postcards to become involved with another culture or geographical location. (EL)

ED 263 587 CS 209 397

Duchastel, Philippe
The Ideal Text: Case Study 1.
PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biology; Cognitive Processes; Content Area Reading; Educational Psychology; Grade 10; High Schools; *Layout (Publications); *Learning Theories; Models; *Textbook Preparation; Textbook Research; *Textbook Standards; *Theory Practice Relationship
IDENTIFIERS- *Ideal Text Project (Quebec); *Textbook Design

Organized in three sections, this report presents the first case study from a project aimed at developing prototypes of ideal textbook chapters. The report (1) discusses the Ideal Text Project, in which a number of researchers in instructional science have been challenged to design a textbook chapter that incorporates the design features they think an ideal text should contain; (2) includes the first prototype chapter developed (a tenth grade biology text chapter on the brain); and (3) presents extensive commentary on the development of the chapter, including the text design framework, and text design features. (HOD)

ED 263 646 CS 505 129

Krendl, Kathy A.
Media Influence on Learning: Examining the Role of Preconceptions.
PUB DATE- Nov 85
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Cognitive Processes; Computers; Developmental Stages; Elementary Secondary Education; Individual Differences; *Learning Processes; Mass Media; *Mass Media Effects; Media Research; *Media Selection; *Metacognition; Reading Interests; Sex Differences; Television; Writing (Composition)

To determine the influence of media on learning, a study explored students' preferences, perceived difficulty, and learning in relation to a variety of activities. A randomly selected panel of 611 students, grades three through ten, was drawn from the nine schools (six elementary, two junior high, and one senior high) that make up an entire public school system in Tennessee. Students completed a self-administered questionnaire and then chose between two electronic media activities (watching television or using a computer) and two print-oriented activities (writing or reading). Data were then examined in group level analyses, individual analyses, and demographic analyses. Among the findings were the following: (1) males preferred electronic media activities and considered them to be more educational than did females; (2) females selected writing and reading more often then did males; (3) students in lower grades preferred using a computer, considering it less difficult than did older students; and (4) watching television and reading were considered to be significantly more difficult by younger students than by older students. Perhaps most important, students appear to perceive their preferred activities as being easiest, and the easier the activities are perceived to be, the more students believe they learn from them. Further research is needed to support these findings. (Diagrams and tables of findings are included.) (DF)

ED 263 323 CE 042 775

Kates, Donna
Personal Clothing Management.
Oklahoma State Board of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.
PUB DATE- 85
NOTE- 348p.; Document printed on colored paper.
AVAILABLE FROM- Curriculum and Instructional Materials Center, Oklahoma State Board of Vocational and Technical Education, 1500 West Seventh Avenue, Stillwater, OK 74074 (In-state: $5.00; out-of-state: $13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Children; *Clothing; *Clothing Instruction; High Schools; *Home Economics; Learning Activities; Lesson Plans; Occupational Home Economics; Postsecondary Education; Self Care Skills; *Sewing Instruction; State Curriculum Guides; Test Items; Units of Study
IDENTIFIERS- *Oklahoma

This curriculum guide is designed to help Oklahoma teachers of students in the 11th and 12th grades and of adult students to teach clothing management. The instructional materials in the guide were developed for use in a one-semester vocational home economics program. The guide contains six units that focus on the following subjects: wardrobe planning, stretching the clothing dollar, clothing care and maintenance, children's clothing, construction techniques, and altering ready-to-wear. Each unit contains some or all of the following components: performance objectives, suggested activities for the teacher, information sheets, assignment sheets, job sheets, transparency masters and supplements, tests, and answers to tests and assignment sheets. The format of the units follows a standardized vocational education curriculum format established for Oklahoma in 1970. (KC)

ED 263 337 CE 042 796

Hrushowy, Eugene; Stanley, Dale
Task Analysis in Optical & Contact Lens Dispensing. Dispensing Opticians.
Douglas Coll., New Westminster (British Columbia).
SPONS. AGENCY- British Columbia Dept. of Education, Victoria. Post-Secondary Dept.
PUB DATE- Mar 85
NOTE- 148p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; Difficulty Level; *Eyes; Foreign Countries; *Occupational Information; Optometry; Postsecondary Education; *Task Analysis; Vision Tests; *Visual Acuity; Visual Impairments; Vocational Education
IDENTIFIERS- British Columbia; *Contact Lenses; *Opticians

A task force of opticians and educators in British Columbia was assembled to determine the knowledge and skills required of dispensing opticians and contact lens specialists. The ideas generated by the task force were analyzed and distilled into the standardized tasks listed in this document, using Krathwohl's taxonomy. The document contains 36 tasks for dispensing opticians and 26 tasks for contact lens dispensing. Tasks are rated in order of importance. Each task is described in a chart according to the area of knowledge, main objective, enabling objectives, independence scale (for student performance), and importance. (A place in each chart is left for the formulation of evaluation criteria to determine student rating.) (KC)

ED 263 352 CE 042 835

Green, Karen Reed; And Others

Literacy Outreach: The Community Link. A Guide to Working with Literacy Helpers.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 48p.
CONTRACT- 400-80-0105; 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Reading Programs; Adult Students; Community Organizations; Community Programs; Community Services; Illiteracy; *Literacy Education; *Outreach Programs; Program Development; Publicity; Recruitment; Student Characteristics; Student Needs; Tutorial Programs; Tutors; *Volunteers; *Volunteer Training; Workshops

This guide, which is addressed to community-based organizations desiring to start or expand existing adult literacy programs, deals with recruiting and training volunteer literacy tutors. Outlined in the guide are strategies for expanding community outreach efforts (identifying who needs help and where help is typically obtained, learning from successful literacy helping networks, and viewing literacy as a social activity); recruiting literacy helpers (using grassroots outreach and other publicity methods); and presenting a literacy helper workshop (defining the purpose of the workshop and the role of the facilitator, working out the logistics of the workshop, and selecting the content of the workshop). Workshop materials for addressing the following goals are provided: increasing awareness of literacy intervention strategies, expanding understanding of illiteracy, developing a support network for helpers, and linking up with tutor training. Lists of objectives, exercises, and instructor scripts are provided to help facilitators cover each of the four workshop goals. An annotated list of resources concludes the guide. (MN)

ED 263 366 CE 042 868

Jaffe, Martin Elliot
The Challenge of the '80's and Beyond: Career Planning and the Adult Blue Collar Worker.
PUB DATE- Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Development; Adult Education; Adult Programs; *Blue Collar Occupations; *Career Counseling; *Dislocated Workers; *Information Seeking; Information Services; Information Utilization; Job Search Methods; *Library Services; Males; Postsecondary Education; Unemployment

Career counseling is a particularly critical need for blue collar men, displaced workers from the declining industries of manufacturing. This article uses developmental theory based on the model of adult development of Daniel Levinson (1978), "Seasons of a Man's Life," to discuss the difficulty of blue collar men in attaining developmental progress in the face of longterm unemployment. The paper details the vocational counseling techniques used in the Lorain, Ohio, public library adult career planning center. As a corollary, the article discusses the dynamics of adult information seeking behavior and the uses of vocational information by adult clients. A very short list of references is provided. (Author/KC)

ED 263 395 CE 042 913

Career Ladder: Vocational Assessment.
Middletown Public Schools, Conn.
SPONS. AGENCY- Connecticut State Board of Education, Hartford.
PUB DATE- 85
NOTE- 51p.; For related documents, see CE 042 912-914.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; Adult Students; Aptitude Tests; Career Choice; *Career Guidance; Elementary Secondary Education; Employment Qualifications; *Exceptional Persons; *High Risk Students; Interest Inventories; Learning Disabilities; Mental Retardation; Occupational Tests; Postsecondary Education; Prognostic Tests; Screening Tests; *Student Evaluation; Testing; Vocational Aptitude; *Vocational Evaluation

This packet on vocational assessment is one in a series of materials for use with career ladder students in the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from the mentally retarded to the high-risk dropout in the regular education program. The document first explains the nature and purpose of vocational assessment. The following tests and assessment instruments are then described: (1) the Texas Education Agency's Steps in Vocational Assessment, (2) the California Occupational Preference System; (3) the Harrington/O'Shea Career Decision Making System; (4) the Picture Interest Exploratory Survey; (5) the Army Career Game Interest Inventory; (6) the P.A.Y.E.S.; (7) the Woodcock Johnson Psycho-Educational Battery; (8) the Woodcock Reading Mastery Tests; (9) the Wide Range Achievement Test; (10) the Brigance Diagnostic Inventory of Essential Skills; (11) the Stanford Achievement Test; (12) the Educational Evaluation and Remedial Assistance Mastery-Proficiency Exams; (13) the Talent Assessment Programs; (14) the PACG Inventory; (15) the American Association on Mental Deficiency's Adaptive Behavior Scale; (16) the C.I.T.E. Learning Styles Instrument; (17) the Career Maturity Inventory; (18) the Tests of Adult Basic Education; and (19) the Tri-County Cooperative Vocational Assessment forms, which include teacher assessment, prevocational behavioral checklist, vocational planning guide, assessment report, entrance criteria for local community jobs, work-related behavior assessment, job analysis, and an on-the-job rating form. (KC)

ED 263 409 CE 042 942

Cosmetology Objectives. Career Education. DS Manual 2855.1.
Dependents Schools (DOD), Washington, D.C.
PUB DATE- Apr 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Cosmetology; Disabilities; *Educational Facilities Design; Educational Facilities Planning; Individual Development; Individualized Education Programs; *Laboratories; Laboratory Equipment; *Mainstreaming; Secondary Education; Trade and Industrial Education

This instructor guide provides materials for a cosmetology program in the Department of Defense Dependents Schools. While enabling the high school student to pursue a career in cosmetology or related fields, the program offers consumer skills for all students in personal development, hair styling, make-up, and other areas of cosmetology. Introductory materials include the philosophy of cosmetology, organization and numbering code, and use of symbols. The general and program objectives appear next. Instructional objectives are shown with recommended instructional level, including suggested entry point and level at which proficiency would be expected. An organizational pattern for cosmetology precedes course descriptions and time allocations for modeling (grades 7-12), exploratory cosmetology (7-8), basic cosmetology (8-12), and advanced cosmetology (9-12). Requirements for cosmetology laboratories include functional zones, laboratory layout, and recommended safety and health procedures and practices. Information on mainstreaming covers individualized educational programs and a competency profile for vocational teachers instructing sensory and physically impaired students. The following sample documents/forms are provided: interview form, student daily and yearly records of hours, facility sanitary inspection form, program self-assessment evaluation form, cosmetology progress reports, and certificate of achievement. Lists of suggested laboratory equipment and basic textbooks are appended. (YLB)

ED 263 439 CE 042 987

Math on the Job. Waiter/Waitress.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 28p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; *Food Service; Learning Disabilities; *Mathematics Skills; Mental Retardation; *Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; Work Environment
IDENTIFIERS- *Waiters Waitresses

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of waiters/waitresses and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a waiter/waitress with which the student is likely to be familiar. The next two sections deal with the work environment of the typical waiter/waitress and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by waiters/waitresses are provided. Various suggestions are listed for students interested in further exploring the occupation of waiter/waitress. A glossary and answer sheet conclude the booklet. (KC)

ED 263 466 CG 018 622

Safian-Rush, Donna

Common Strategies When Working with Children and Adolescents Exhibiting Psycho-Social Problems.

PUB DATE- 85

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adolescents; *Children; Coping; *Counselor Client Relationship; Helping Relationship; *Labor Relations; *Problem Solving; Psychiatric Services; *Residential Programs; Therapists

IDENTIFIERS- *Mental Health Workers

This paper provides general guidelines for psychiatric mental health workers who work with children and adolescents in a residential treatment center. Twenty-four questions commonly asked by therapists in these situations are posed and answers are discussed for each question. Topics covered include why some patients appear perfectly normal, the role of the therapist in relation to the child's teacher in a classroom setting, the responsibility of the therapist for the child's actions, supervising groups of children, establishing rapport, keeping control of a group, and handling one's feelings toward the children. Ways of handling patient requests are discussed and suggestions are given for dealing with children who threaten to run away, request contact with the therapist after discharge, act out, ask personal questions, flirt, ask the therapist to keep secrets, or complain of physical symptoms with no physical basis. Several areas of staff relations are also examined: helping other staff members, handling patient criticism of other staff members, disciplining patients of other therapists, discussing patients with coworkers, and handling disagreements over a coworker's decisions. The appropriateness of discussing a patient in his presence is also considered. This paper concludes with a list of six basic guidelines for workers in a residential treatment setting: (1) be consistent; (2) provide alternatives; (3) be a role model; (4) see clients as children first, patients second; (5) control is not everything; and (6) be yourself. (NRB)

ED 263 508 CG 018 665

Epstein, Norman

Cognitive Behavioral Marital Therapy in the Treatment of Depression.

PUB DATE- Aug 85

NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Modification; *Cognitive Restructuring; Conflict Resolution; *Counseling Techniques; *Depression (Psychology); Marital Instability; *Marriage Counseling; Problem Solving; *Spouses

This paper considers the common association between marital problems and depression and describes the cognitive and behavioral factors which are common to these two problems. A set of cognitive behavioral interventions is presented, a treatment procedure which addresses cognitive and behavioral factors at the intrapersonal and interpersonal levels is described, and treatment limitations and possible solutions to problems that may arise in treatment implementation are discussed. The interventions presented, which focus on modifying spouses' distorted causal attributions, include logical analysis, review of past and current concrete evidence, and the use of behavioral experiments to test assumptions. Since treatment combines individual and conjoint sessions, strategies are given for conducting each type of session. Specific therapeautic issues and procedures for use with depressed and nondepressed spouses are described. Methods of reducing clients' tendencies to view their marital problems in terms of unidimensional causality is reviewed, as are methods for modifying spouses' self-fulfilling negative prophecies about their relationship. Techniques for modifying unrealistic beliefs about individual and marital functioning are outlined. Possible solutions to common problems such as depression in both spouses, an unavailable partner, chronic aversive marital interaction, and problematic therapist characteristics are presented. (Author/ABB)

ED 263 550 CS 209 109

Pettey, Gary R.

The Group Antecedents of Media Use and Political Knowledge: A Conceptualization of Media Reliance.

PUB DATE- Aug 85

NOTE- 66p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (68th, Memphis, TN, August 3-6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Group Dynamics; Influences; *Information Sources; Interpersonal Communication; *Knowledge Level; *Mass Media Effects; *Media Research; Perception; *Predictor Variables

IDENTIFIERS- Media Gratifications; *Media Use; *Uses and Gratifications Research

A cross-sectional sample of 704 adults was interviewed in a study examining the processes that relate demographic predictors to media use and effects. It was hypothesized that primary groups influence what an individual should attend to and know about public affairs, and that the individual perceives the primary group to "prescribe" the "appropriate" manner for attaining and maintaining this level of information. Three varieties of knowledge were considered: issue knowledge, congress knowledge, and foreign knowledge. The sample was divided into those who perceived their primary/referent group for political information to be reliant on the same medium as themselves and those who perceived their group to be reliant on some other medium. Each of these groups was further divided into two groups according to reliance on television or the newspaper. The results showed that few respondents relied on media other than television or newspapers and that respondents agreed with their determined primary/referent group at a rate beyond what was to be expected by chance. Tables of findings and other materials related to the study are included in the appendixes. (HOD)

ED 263 602 CS 209 429

Barker, Thomas T.
Issues in Software Development in Composition.
PUB DATE- May 85
NOTE- 13p.; Paper presented at the Meeting of the UCLA Conference on "Computers and Writing: New Directions in Teaching and Research" (Los Angeles, CA, May 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Innovation; Educational Media; Higher Education; Instructional Materials; *Programing; Secondary Education; Teaching Methods; *Writing Instruction
IDENTIFIERS- *English Teachers

Noting the increase in the number of teachers developing computer software for composition instruction, this paper explores the issues that are shaping the direction of computer assistance in writing instruction. The first half of the paper deals with specific questions teachers must consider as they design software. These are divided into categories for (1) design, including the pedagogical theory underlying the software, the audience and focus of the software, and professional standards; (2) development, including hiring good programers at competitive wages, management strategies, and testing and quality assurance standards; and (3) distribution, including copyright, licensing, distribution methods, and packaging. The second half of the paper explores the broader issues confronting teachers developing software for composition instruction. These include the environment or conditions under which the software will be used, the role that teachers will play in that environment, and the characteristics of software programing as it is likely to be practiced by English teachers. (HTH)

Loyer, Marie des Anges; O'Reilly, Robert R.

Assessing the Impact of Education on Leadership Effectiveness of Graduates.

PUB DATE- 1 Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Attainment; Education Work Relationship; Foreign Countries; Higher Education; Leadership Styles; *Leadership Training; Nursing; Nursing Education; *Organizational Effectiveness; Supervisors
IDENTIFIERS- Fiedler Contingency Model of Leader Effectiveness; Ontario

Ninety-three percent of Ontario's community health supervisors participated in a study investigating the impact of educational preparation on leadership effectiveness. The Fiedler Contingency Model of Leadership Effectiveness provided the study's rationale. Each supervisor completed: (1) a Least Preferred Coworker (LPC) scale to determine whether the supervisor was person- or task-oriented, (2) a groups atmosphere scale, and (3) a short biographical data form. The effectiveness of each supervisor's unit was assessed by the nursing director to whom the supervisor reported. Analysis of the data confirmed the hypotheses that, in favorable situations, groups led by low LPC (task-oriented) supervisors are more effective than groups led by high LPC supervisors; and that, in only moderately favorable situations, groups led by high LPC supervisors are more effective than groups led by low LPC supervisors. Since educational training was assumed to increase the favorability of work situations, it was further hypothesized that baccalaureate training would improve the performance of both high LPC and low LPC supervisors in favorable situations, but would lower the performance of low LPC supervisors in moderately favorable situations. These hypotheses were also upheld. (PGD)

ED 263 675 EA 018 070

Sergiovanni, Thomas J.
Instructional Supervision: A Research Agenda for the Future.
PUB DATE- 3 Apr 85
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Administrator Role; Bureaucracy; Career Ladders; Elementary Secondary Education; Merit Pay; Models; Professional Autonomy; *Research Needs; Research Opportunities; *School Supervision; State Curriculum Guides; State Legislation; *State School District Relationship; *Teacher Administrator Relationship; Teacher Evaluation; *Teacher Supervision; Teaching (Occupation)

This essay proposes a responsive research agenda to examine relationships between supervisory inquiry and practice on one hand, and teaching and learning on the other. The agenda first calls for policy-oriented research that examines the implications of state-mandated educational changes on supervisory practices and commensurate teaching and learning. Legislated learning and the career ladder are discussed as examples of trends toward centralization, respectively, of curriculum and personnel policies. In both instances, research is needed to inform the decision-making process at the macro level. The second major focus of the agenda is a call for research that seeks to scientifically match existing and evolving supervisory techniques and practice models to unique professional practice situations. Examined as examples are (1) bureaucratic versus professional evaluation of teaching and (2) contingency versus "one best way" approaches to supervision and teaching. Intended here is micro level research designed to advance further the science and art of supervision, by providing cognitive "maps" that will help supervisors deal with the full range and variety of practice situations. References are included. (TE)

ED 263 689 EA 018 094

Norris, Cynthia J.

Brain Dominance Patterns of Tennessee School Leaders.

PUB DATE- 7 Nov 85
NOTE- 31p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6-8, 1985). Condensation of the more significant findings from the author's doctoral dissertation, "A Discussion of Brain Hemisphere Characteristics and Creative Leadership among Selected Educational Administrators in Tennessee," University of Tennessee, Knoxville.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; Administrator Role; *Cognitive Measurement; *Cognitive Processes; Elementary Secondary Education; *Leadership Qualities; *Leadership Styles; Problem Solving; Public Schools; Questionnaires; Surveys
IDENTIFIERS- *Herrmann Brain Dominance Survey; Tennessee

This exploratory study investigated the leadership styles of selected administrators in Tennessee's public schools. Styles of leadership were viewed against a backdrop of current brain research, and the subjects' underlying patterns of cognitive processing were identified by means of a self-report measurement of brain dominance--the Herrmann Brain Dominance Survey--and a researcher-developed questionnaire designed to assess the perceived innovation of each leader. A review of related research supported the belief that certain contrasting leadership qualities are essential to creative leadership. analysis vs. conceptualization; logic vs. intuition; maintenance vs. creativity; task vs. relationship; and stability vs. flexibility. The study viewed cognitive style in relationship to these paired qualities and speculated that leaders who exhibit a holistic dominance style synthesize these qualities most effectively. References are included, along with an appendix containing predominant dominance codes, clusters, and classifications in the Herrmann Brain Dominance Survey. (TE)

ED 263 704 EC 180 971

Brown, Fredda
Euthanasia, Selective Abortion and Educability: A Survey of the Literature and the TASH Membership.
PUB DATE- 82
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abortions; Ethics; Infants; Mass Media; Publicity; *Severe Disabilities; *Severe Mental Retardation; Values
IDENTIFIERS- *Euthanasia

The study explored what sources were responsible for exposing professionals to issues of euthanasia of handicapped infants, selective abortion of severely handicapped fetuses and the educability of profoundly retarded persons, and what sources professionals thought were most appropriate for the dissemination of information. The study consisted of two parts: (1) a review of four journals to examine coverage of the issues, and (2) a survey administered to The Association for the Severely Handicapped (TASH) membership to examine members' perceptions on the coverage of the issues and TASH's role in the issues. The review of the journals resulted in a total of 23 issue articles in 10 years. The survey suggested that the mass media was providing most of the information on euthanasia and selective abortion, while professional journals provide the most coverage of the educability issue. Respondents (N=90) saw a general need for more coverage on all of the issues. Data also suggest that selective abortion is the least agreed upon issue among respondents; there was a fairly equal split between those who thought that TASH should take a strong position on the issue and those who thought that TASH should avoid taking a position. References, tables, and the survey instrument are appended. (Author/CL)

ED 263 424 CE 042 972

Math on the Job. Accounting Clerk/Bookkeeper.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; *Bookkeeping; *Career Awareness; Career Education; Clerical Occupations; *Disabilities; Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of accounting clerks and bookkeepers and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of accounting clerks and bookkeepers with which the student is likely to be familiar. The next two sections deal with the work environment of the typical accounting clerk or bookkeeper and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by accounting clerks and bookkeepers are provided. Various suggestions are listed for students interested in further exploring the occupation of accounting clerk or bookkeeper. A glossary and answer sheet conclude the booklet. (MN)

ED 263 453 CG 018 609

Brandt, Richard M.

A Comparison of Adolescent Attitudes of Secondary School Students in Grenada and the United States.

PUB DATE- 3 Apr 85

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Comparative Education; *Cross Cultural Studies; Developing Nations; Educational Policy; High School Students; Interpersonal Relationship; *Occupational Aspiration; *Parent Child Relationship; Secondary Education; *Student Attitudes; *Student Educational Objectives

IDENTIFIERS- *Grenada

The effects of the recently expanded educational services in Grenada have not yet been determined. In 1984 a questionnaire was administered to 729 Grenadian secondary school students to compare their educational and vocational aspirations; attitudes toward family, school, work, and military experience; family backgrounds; subject preferences; study habits; extracurricular activities; and social and political attitudes with those of students from Muncie, Indiana who had completed a similar questionnaire. American students reported a greater number of close friends, while the Grenadians were more likely to have family member confidants. Although Grenadian families tended to be larger than American families, Grenadian mothers and fathers lived apart twice as often as their American counterparts. Compared to American students, Grenadian students reported significantly less agreement with fathers and significantly more agreement with mothers. Both cultures valued parents' spending time with children and respecting their opinions and supported the combination of wife, mother, and career roles for women. Grenadians reported having more school work and reading more books, but reported receiving lower grades than American students. Despite the greater demands, students in Grenada expressed a significantly more positive attitude toward continuing school. Careers in engineering and science appealed most to Grenadian boys and the majority of the students' career choices involved further education. Despite the Grenadians' enthusiasm for continuing education, the opportunities for it are highly limited on the island. Rapid economic changes are needed in Grenada in the areas of agriculture, commerce, and industry. (Twenty-seven data tables are included.) (TW)

ED 263 480 CG 018 637

Guajardo, Maria Resendez; Markman, Howard J.
Marital Relationships of Interethnically and Intraethnically Married Mexican American Women: A Developmental Perspective.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Rockville, Md.
PUB DATE- Aug 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- 5T01MH17702-02; R01MH35525-01
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Cultural Differences; *Females; Hispanic American Culture; *Intermarriage; *Marital Instability; *Marital Satisfaction; *Mexican Americans; Spouses

Mexican American women have higher fertility rates and higher divorce rates than does the general population of the United States. In light of these data and the documented negative effects of marital distress and divorce on spouses, Mexican American women appear to be at risk for psychological stress. To provide some insight into the marital problems of Mexican American women, the relationship of interethnically and intraethnically married Mexican American women was compared in terms of cultural background or level of acculturation, level of marital satifaction, and marital problems. Interculturally married Mexican American women (N=15) married to Anglo American men and intraethnically married Mexican American women (N=12) married to Mexican American men participated in individual interviews and completed: (1) an acculturation questionnaire that assessed their level of identification with the Mexican American culture and with the Anglo American culture; (2) a Problem Inventory that asked them to identify problems in their marriages due to cultural differences; and (3) a marital satisfaction questionnaire. The results revealed that, compared to intraethnically married women, interethnically married women were more acculturated toward the Anglo American culture than toward the Mexican American culture and showed a trend that asked them to identify problems in their marriages due to cultural differences, and (3) a marital toward a higher level of marital satisfaction. Correlational analyses revealed that for both groups, levels of acculturation were significantly correlated to marital problems, marital satisfaction, and social support systems. The results also provided evidence for a greater degree of traditionality in the intraethnic marriages, consequently leading to marital distress and dissatisfaction. (Author/NRB)

ED 263 494 CG 018 651

Ford, J. Kevin; And Others
The Relationship among Criteria as a Function of Subgroup Membership: An Integrative Review.
PUB DATE- Aug 85
NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Criteria; Evaluators; *Job Performance; *Knowledge Level; *Meta Analysis; *Personnel Evaluation; *Racial Differences; *Supervisors

From a cognitive perspective, racial bias is evident when raters weigh job-relevant information differentially as a function of ratee race. The results of studies that have examined this issue have been conflicting. Meta-analytic procedures were used to provide more definitive conclusions as to whether supervisor ratings are more strongly related to objective indices of performance for black than for white employees. The results from 18 studies indicated that the relationship between objective and subjective measures varied as a function of ratee race and the type of objective criteria used. The ratings of blacks were more related to objective indices than were the ratings of whites. Differences in correlations by race were found for performance but not for objective job knowledge measures. More attention needs to be focused on uncovering systematic job relevant and irrelevant variance that is related to both subjective and objective indices of performance. (Author/NRB)

ED 263 522 CS 008 172

Textbooks and Related Teaching/Learning Materials for Primary Classes. A Report of a Sub-regional Workshop on the Development of Systems and Structures for Producing Textbooks and Other Related Teaching/Learning Materials (Bangkok, Thailand, September 17-27, 1984).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85

NOTE- 79p.; Back cover may not reproduce well.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Proceedings (021)

DESCRIPTORS- Elementary Education; Foreign Countries; Instructional Material Evaluation; Instructional Materials; Language Arts; *Material Development; Production Techniques; *Reading Instruction; *Reading Material Selection; *Reading Programs; Textbook Content; Textbook Evaluation; *Textbook Preparation; *Textbook Publication; Textbook Selection; Textbook Standards

IDENTIFIERS- Pacific Region

The results of an APEID (Asia and the Pacific Programme of Educational Innovation for Development) workshop on producing textbooks and other teaching and learning materials, especially in reading, for the first level of education are provided in this book. An initial overview presents the objectives and the organization of the workshop. The second part of the report includes a summary of the existing educational setting and recommendations for making changes in six countries: Bangladesh, Maldives, Republic of Korea, Socialist Republic of Viet Nam, Sri Lanka, and Thailand. This section also reviews briefly studies of Thai language skills and child development, discusses a Thai language teaching program in grades 1 and 2, explores aspects of the New Zealand reading experience, and outlines Malaysia's new primary school curriculum project and education in Papua, New Guinea. Part three describes factors in each country influencing instructional materials development and teaching and learning methods, and includes a table with relevant information. The fourth part deals with topics related to production, distribution, utilization, and evaluation of teaching and learning materials, while the fifth and last part contains suggestions for revitalization and reform of present production systems and structures. (EL)

ED 263 537 CS 008 216

King, James R.; Stahl, Norman A.

Training and Evaluating Notetaking. College Reading and Learning Assistance Technical Report 85-06.

Georgia State Univ., Atlanta. Div. of Developmental Studies.

PUB DATE- 1 Apr 85
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Evaluation Methods; Higher Education; *Modeling (Psychology); *Notetaking; Peer Evaluation; Student Evaluation; Student Improvement; *Study Skills; *Teacher Role; Teaching Methods; Writing Evaluation

An important question in teaching notetaking is how reading and study skills specialists lead students to become self-motivated and self-directed in their notetaking regime. A promising answer to this question can be found in a systematic approach to training students and evaluating notetaking that involves four stages over the course of a semester. The first two stages do not differ markedly from traditional teaching practices. During the first stage, modeling, the instructor plays a tape of a previously recorded introductory lecture from an undergraduate survey course, simultaneously demonstrating a selected notetaking method using an overhead projector and think-aloud, self-report or retrospective report strategies. The second stage is practicing, during which students engage in long-term, monitored practice with notetaking techniques. Students use and adapt the modeled techniques in one of their other classes for the rest of the semester. The third and fourth stages of the training model occur simultaneously in the context of notetaking practice. As students practice notetaking throughout the semester, their attempts are evaluated with the Notetaking Observation Training and Evaluation Scale (NOTES). Students receive both instructor feedback and peer review of the quality of their notetaking, and chart their progress with the NOTES packet. NOTES student feedback becomes a weekly function, and instructors using NOTES with a class have ready access to data that document their students' progress in notetaking. (A description of the NOTES scale and the scale are included.) (HTH)

ED 263 632 CS 505 087

Katz, Albert M.; And Others
The Use of Paper and Pencil Testing in a Statewide Placement Testing Program.

PUB DATE- 8 Nov 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Interpersonal Communication; *Placement; *Public Speaking; *Speech Communication; Speech Curriculum; *Testing; Testing Problems; *Testing Programs
IDENTIFIERS- *Paper and Pencil Tests; University of Wisconsin

The first stage of a three-stage speech placement test that can be used by individual campuses of the University of Wisconsin is discussed in this paper. The following applications of this speech theory test are described first: to exempt students from the basic communication course, to place students in an appropriate communication course, or to demonstrate competency. The paper, then focuses on administration of the two 42-item placement tests for public speaking and interpersonal communication, and on joint administration of these tests. The paper also points out that, although four different methods of taking the test have been developed, it is necessary to work individually with faculty on each campus to develop a set of guidelines for interpreting test scores; that it will be imperative to continually update and secure the tests; and that the use of this test provides the University of Wisconsin system with a consistent and accurate gauge of student readiness for learning in the area of communication. (DF)

ED 263 383 CE 042 899

Boyle, Karen Kimmel; Whelden, Ernest

Career Information in the Classroom. Workshop Guide for Infusing the Occupational Outlook Handbook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- National Occupational Information Coordinating Committee (DOL/ETA), Washington, DC.; Office of Career Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 450p.
AVAILABLE FROM- Meridian Education Corporation, 205 East Locust Street, Bloomington, IN 61701 ($49.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Counseling; *Career Education; Career Exploration; Competency Based Education; *Counseling Techniques; *Counselor Training; Curriculum Development; Economics Education; Elementary Secondary Education; Fused Curriculum; Information Dissemination; Information Sources; Inservice Teacher Education; Instructional Materials; Labor Market; Learning Activities; Learning Modules; Lesson Plans; *Occupational Information; Postsecondary Education; Pretests Posttests; Self Evaluation (Individuals); Teacher Workshops
IDENTIFIERS- *Occupational Outlook Handbook

This competency-based training package instructs teachers of grades K-12 on how to infuse the "Occupational Outlook Handbook" (OOH) and concepts contained within it into their existing curricula. The package includes information on how to plan a workshop, helpful hints and techniques for leading groups, six learning modules, and pre- and postworkshop self-assessment instruments for workshop participants. Addressed in the individual modules are the following topics: basic principles of career development, methods of developing infused activities, the OOH and occupational information, and strategies for helping students understand the labor market and the economy and explore careers. Each module contains some or all of the following: a statement of purpose, a list of competencies addressed in the module, abstracts of learning activities, lessons that includes a cross-referenced instructor's outline and notes, suggested evaluation instruments and techniques, sample handouts, and transparency masters. (MN)

ED 263 568 CS 209 374

Language Everywhere. Compiled from Columns in Three Issues of "Live Wire," February, April, and August 1985.

National Council of Teachers of English, Urbana, Ill.

PUB DATE- 85

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; Elementary Education; Group Activities; *Integrated Activities; *Language Arts; *Language Usage; *Learning Activities; Reading Instruction; Reading Skills; *Sentence Structure; Speech Instruction; Speech Skills; *Student Motivation; Teaching Methods; Writing Instruction; Writing Skills

The teaching activities presented in these articles integrate language skills in a variety of ways. The articles describe assignments about (1) using road signs to help students realize the importance of reading the signs they encounter; (2) integrating reading, speech, writing, and art, with pet dragons as the subject; (3) focusing on reading and writing directions; (4) constructing "people sentences" for increasing the understanding of sentence structure; and (5) suggesting that students write about what's on their minds to help them focus on real experiences and develop confidence in their writing. (EL)

ED 263 588   CS 209 401

Beard, John D., Ed.; McNabb, Scott E., Ed.
Testing in the English Language Arts: Uses and Abuses. A Collection of Articles.
Michigan Council of Teachers of English.
PUB DATE- 85
NOTE- 81p.
AVAILABLE FROM- Michigan Council of Teachers of English, P.O. Box 892, Rochester, MI 48063 ($6.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bilingual Education; English (Second Language); English Instruction; Language Arts; Literacy; Reading Skills; Secondary Education; *Test Bias; Test Construction; *Testing; *Testing Problems; *Test Interpretation; *Test Reliability; Test Results; *Test Theory; Writing Evaluation; Writing Skills

Intended for teachers, this collection of articles on testing in the English language arts contains the following titles: "What Do Test Scores 'Really' Mean in Educational Policy?" by George F. Madaus; "Testing and Literacy: A Contradiction in Terms?" by Marilyn Wilson; "Throwing in the TOWL," by Mary Jane Curry; "Taking the Authority Figure Out of the Language of Testing," by Petey Young; "Implications of Parent, Teacher, and Student Perspectives on the Value of School Tests," by Sheila Fitzgerald; "Sergeant Friday Meets the Taxonomy: We Need More than Just the Facts Ma'am," by James M. Brewbaker; "Large Scale Writing Assessment: An Instructional Message," by Charles R. Chew; "Self-Assessment and the Mastery of Writing," by Edgar H. Thompson; and "Trends and Issues in the Use and Misuse of Oral Language Proficiency Testing for Bilingual Program Planning," by Josefina V. Tinajero. The appendix contains a literacy statement on testing and assessment by the Michigan Association of Speech Communication, the Michigan Council of Teachers of English, and the Michigan Reading Association. (EL)

ED 263 617   CS 209 458

McPherson, Elisabeth
Spelling, Revisited.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Jan 84
NOTE- 4p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Diachronic Linguistics; Elementary Secondary Education; Guidelines; Reading Ability; *Skill Development; *Spelling; *Spelling Instruction; *Teacher Role; Writing Apprehension; *Writing Improvement

One of a series dealing with current issues affecting language arts instruction, this paper focuses on spelling. The paper begins with the observation that when people complain that students cannot write, too often they mean that when the students do write, they misspell a few words. After noting that spelling improvement comes from using words in context, the paper explains that much of the confusion in the English spelling system can be accounted for in the history of the English language. Taking the classroom into consideration, the paper emphasizes that the most important thing about spelling is that it is something writers use. It also cautions that worrying about correct spelling may prevent writers from producing anything worthwhile. The paper concludes with suggested guidelines for spelling improvement. (HOD)

ED 263 309 CE 042 674

Pedras, Melvin J.; Hoggard, David
A Suggested Computer Aided Drafting Curriculum (Dacum Based).
PUB DATE- Dec 85
NOTE- 25p.; Paper presented at the Annual Conference of the American Vocational Education Association (Atlanta, GA, December 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; *Course Descriptions; Curriculum; Curriculum Development; *Drafting; *Industrial Education; Job Analysis; *Job Skills; Occupational Information; Postsecondary Education; Technological Advancement
IDENTIFIERS- *Computer Assisted Drafting; DACUM Process

Computer-aided drawing can bring new technology into the drafting classroom. One approach to computer-aided drafting (CAD) involves use of a personal computer and purchased software. Existing school computers could be shared to reduce costs. Following this narrative introduction, a suggested curriculum for the teaching of CAD is presented in outline form. It encompasses specific, prioritized elements that can be adjusted to fit into an existing program or used to teach a full CAD program. The outline is based on the DACUM (Developing a Curriculum) process. The format of the suggested course of study is as follows: the information on the left is a prioritized list of necessary task statements and corresponding duties to be used in the curriculum development process, while the information on the right represents the derived curriculum elements necessary for the actual instruction of a computer drawing technician. Eighteen topics are introduction, hardware system descriptions and operation, software, system operating modes, command entry methods, command processing, understanding design criteria, creation and manipulation of drawing data, text dimensioning, digitizing, three-dimensional database concepts, creating three-dimensional objects, cutting sections, organizing operational parameters, capabilities of entire system, identification and correction of system's problems, and professional development. (YLB)

Miller, Aaron J.; Bragg, Debra D.
Preparing Ohio's Youth through Occupational Work Adjustment and Occupational Work Experience Programs: Prospects for the Future.
Ohio State Univ., Columbus. Coll. of Education.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational Education.
PUB DATE- 85
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; Comparative Analysis; *Disadvantaged; Educational Opportunities; Educational Practices; Educational Strategies; Elementary Secondary Education; Instructor Coordinators; Interviews; National Surveys; *Program Administration; Program Effectiveness; Questionnaires; State Boards of Education; State Standards; State Surveys; *Statewide Planning; Tables (Data); *Teacher Certification; *Vocational Adjustment; *Work Experience Programs
IDENTIFIERS- Occupational Work Adjustment Program; Occupational Work Experience Program; *Ohio; Special Needs Students

A study undertaken to aid administrators in considering program alternatives for administering Occupational Work Adjustment (OWA) and Occupational Work Experience (OWE) programs in Ohio examined the Ohio Department of Education's certification of OWA and OWE teachers in light of the state's new minimum standards for elementary and secondary schools. The study entailed the following data collection procedures: a literature review, a telephone survey of administrators in 19 States, surveys and small-group interviews with 56 OWA and OWE coordinators throughout Ohio, and analysis of followup data on OWA and OWE program completers. Data from these sources indicated that the current OWE and OWA programs must reexamine and modify their program-scheduling and teacher certification practices if they are to meet the new standards. In the future, programs should be approved as educational options at the local level, reduce time requirements for related classwork, and implement a new teacher education option for certifying teacher coordinators to teach basic academic courses for credit. (This report includes 19 tables, the student characteristics and teaching method survey instruments, the telephone survey interview schedule, and a ranking of teaching competencies.) (MN)

ED 263 338 CE 042 798

Towey, Carroll F.; And Others
Quality Standards for Adult Education Programs.
PUB DATE- Jul 85
NOTE- 47p.; A presentation based on this document was given at the National Adult Education Conference (Milwaukee, WI, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Adult Basic Education; *Adult Education; *Adult Programs; Ancillary School Services; Check Lists; Community Involvement; Educational Facilities; *Educational Objectives; Guidelines; Postsecondary Education; Program Administration; Program Development; Program Evaluation; Public Relations; Staff Development; *Standards; Student Personnel Services

This guide was developed from a perceived need to improve the procedures and standards used in managing adult education programs funded under the Adult Education Act. Based upon an analysis of materials used in managing adult education programs, the various standards and elements were synthesized into the eight major sections covered in this document. These sections include administration, planning, facilities, instruction, staff development, community involvement and public relations, evaluation, and student services. Criteria used for selection of the standards consisted of (1) appropriateness for adult education and adult basic education programs; (2) concern for the students; (3) reliability; and (4) applicability to all segments of the population including residents of rural areas, residents of urban areas with a high rate of unemployment, adults with limited English language skills, and institutionalized adults. The standards are set up in a checklist format to facilitate evaluation. (KC)

ED 263 353 CE 042 836

Worker Retraining. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session on H.R. 26 and H.R. 1219.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- Serial No. 99-18

PUB DATE- 11 Jun 85

NOTE- 242p.; Document contains some sections of small type.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adult Education; Dislocated Workers; Educational Finance; *Educational Legislation; Educational Needs; Employment Programs; Feasibility Studies; *Federal Legislation; *Finance Reform; Financial Support; Job Training; Needs Assessment; Policy Formation; Postsecondary Education; *Public Policy; *Retraining; Tax Credits; Taxes; Unemployment

IDENTIFIERS- Congress 99th; Individual Training Accounts; Job Banks

This Congressional report contains the testimony presented at a hearing focusing on two bills dealing with worker retraining. The two bills, H.R. 26 and H.R. 1219, are intended to establish a system of individual training accounts in the Unemployment Trust Fund, amend the Internal Revenue Code of 1954 to provide that certain contributions to such accounts shall be deductible from gross income, and for other purposes and to provide incentives for worker training through both employer and individual initiatives, and fund a study of the feasibility and cost of a National job bank. Included among those agencies and organizations represented at the hearing were the following: the American Society for Training and Development; the Committee for Economic Development; the New York State Department of Education; the Hay Group, Inc.; the Academy for Educational Development; and the Carnegie Foundation for the Advancement of Teaching. The report also contains the texts of both bills, several prepared statements that were delivered at the hearings, and the texts of several newspaper articles on jobs programs and retraining that were entered into the record of the hearing. (MN)

Wright, M. Anthony; Long, James S.
Indicators for Evaluating County Extension Office Computer Uses.
PUB DATE- Oct 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Evaluation Network (Toronto, Ontario, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Automation; *Computer Assisted Instruction; Extension Agents; *Extension Education; *Microcomputers; Use Studies; *Word Processing
IDENTIFIERS- *Computer Uses in Education; *Office Automation; Washington; Washington State University

Extension leadership articulated several broad goals for the use of microcomputers within cooperative extension. These included providing information, service to clients, office automation, and enhancement of the educational process. A questionnaire was administered regarding microcomputer use within Washington State University County Cooperative Extension Offices. Questions were directed towards the use of microcomputers as educational and office automation technologies. Thirty-five of the 39 counties in Washington had responded. In Fall 1985 Washington county extension offices used the microcomputer about 16.9 hours per week. Hourly use was split evenly between office staff and county agent faculty. Indicators chosen to reflect county computer use all showed dramatic increases in use related to the length of time a computer is in the office. Following national trends, county extension offices' primary current utilization of microcomputers was office automation. The ranking of office automation as first was not a disappointment, since the equipment could be economically justified solely on the basis of general purpose word processing. Another beneift was increased educational sophistication due to computing use. Recommendations were that agents need time and commitment to learn how to use a computer and that a traditional coordinated curriculum approach is needed to introduce new computer-based educational tasks. (YLB)

ED 263 410 CE 042 943

Graphic Communications Objectives. Career Education. DS Manual 2860.1.
Dependents Schools (DOD), Washington, D.C.
PUB DATE- Apr 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Competency Based Education; *Educational Facilities Design; Educational Facilities Planning; Elementary Secondary Education; *Graphic Arts; Individualized Education Programs; *Laboratories; Laboratory Equipment; *Mainstreaming

This instructional guide provides materials for a program in the Department of Defense Dependents Schools designed to provide the high school student with the opportunity to explore graphic communications. Introductory materials include the philosophy of graphic communications, organization and numbering code, and use of symbols. The general and program objectives appear next. Instructional objectives are shown with recommended instructional level, including suggested entry point and level at which proficiency would be expected. An organizational pattern for graphic communications precedes course descriptions and time allocations for elementary graphic communications, exploratory graphic communications (grades 6-8), introduction to graphic communications, advanced graphic communications, graphic seminar, and photography. Requirements for graphic communications laboratories include functional zone, laboratory layout, suggested equipment list, and recommended safety and health procedures and practices. Information on mainstreaming covers individualized educational programs and a competency profile for vocational teachers instructing sensory and physically impaired students. Sample forms provided are student competency certificate and graphic communications self-assessment evaluation. A list of basic textbooks is appended. (YLB)

ED 263 440 CE 042 988

Math on the Job. Barber/Cosmetologist.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 28p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Barbers; *Career Awareness; Career Education; *Cosmetology; *Disabilities; Emotional Disturbances; *Employment Qualifications; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Occupational Information; Problem Solving; Secondary Education; Skill Development; Special Education; Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of barbers/cosmetologists and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a barber/cosmetologist with which the student is likely to be familiar. The next two sections deal with the work environment of the typical barber/cosmetologist and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by barbers/cosmetologists are provided. Various suggestions are listed for students interested in further exploring the occupation of barber/cosmetologist. A glossary and answer sheet conclude the booklet. (KC)

Sharf, James C.
Industrial Organizational Psychology: Today's Critical Issues.
PUB DATE- Aug 85
NOTE- 15p.; Paper presented as part of the symposium "Industrial/Organizational Psychology: Today's Critical Issues," at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accrediting Agencies; *Psychologists; *Standards; *State Licensing Boards
IDENTIFIERS- *American Psychological Association; *Industrial Psychology

The Board of Professional Affairs (BPA) of the American Psychological Association is dominated by the health care providers whose agenda in issuing accreditation standards and influencing state licensing requirements may be as much to protect the clinician from less expensive competition as it is to protect the client. Tension exists between the BPA and the Society for Industrial Psychology members whose clients are typically organizations rather than individuals. Restrictive licensing and accreditation by the BPA are not relevant to the typical industrial/organizational scientist/practitioner and may even preclude his practicing as a psychologist. While industrial/organizational psychologists are supportive of their health care provider colleagues' efforts to attain parity with other professions and to protect third-party therapy dollars from encroachment from nonpsychologists, they are opposed to the restraints advanced by BPA which would position non-health care provider members against their health care provider colleagues over professional turf issues. (Author/NRB)

ED 263 509 CG 018 666

Williams, Julie E.; And Others

Appalachian Adolescent Health Education Project (AAHEP) Evaluation: A Study of Teen Pregnancy in East Tennessee (1982-1985).

Douglas Cherokee Economic Authority, Morristown, TN.
SPONS. AGENCY- Office of Adolescent Pregnancy Programs (PHS), Washington, DC.
PUB DATE- Nov 85
NOTE- 25p.; Paper presented at the Annual Convention of the Mid-South Educational Research Association, Biloxi, MS, November, 1985. For related documents, see CG 018 692, CG 018 693, and CG 018 694.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; *Birth Rate; Birth Weight; Contraception; Counseling Services; *Early Parenthood; Family Planning; Females; High Schools; *Pregnancy; Prevention; *Sex Education
IDENTIFIERS- *Appalachian Adolescent Health Educ Project; *Tennessee

The Appalachian Adolescent Health and Education Project (AAHEP), in operation for 3 years, is a program designed to reduce adolescent pregnancy rates (prevention component) and provide care for pregnant teenagers (care component) in East Tennessee. Limitations in funding and service delivery prompted the AAHEP to modify its 15-county scope by concentrating its care efforts in 3 counties and its prevention efforts in 2 counties. A review of statistics for the 15-county AAHEP area, the 5-county target area, the 10-county non-target area, and a 3-county control area revealed qualitative and quantitative changes that, although they could not be definitely attributed to the project, seemed strongly associated with project efforts. Target county care services such as counseling, pre-natal care, information on child-care and parenting, introduction to primary care system, determination of sources of payment for medical services, and adoption options, were associated with a reduction of low birth-weight babies born to teenage mothers. Prevention efforts, which included educating high school students about male/female puberty, male/female reproduction, contraception, fetal development, sexually transmitted diseases, decision-making skills, and values education, appear to have reduced the incidence of adolescent births, especially in counties where service has been most intense. (Extensive tables and demographics are included.) (ABB)

ED 263 551 CS 209 251

A Theme Is a Beam of Light: Units for Integrating Thinking, Listening, Speaking, Reading and Writing.

San Jose State Univ., CA. Dept. of English.

PUB DATE- 85

NOTE- 61p.; A publication of the South Bay Writing Project. Compiled by participants in the 1985 Summer Writing Institute.

AVAILABLE FROM- South Bay Writing Project, San Jose State University, Department of English, San Jose, CA 95192 ($5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Educational Objectives; Elementary Secondary Education; Instructional Materials; *Integrated Curriculum; *Language Arts; Reading Skills; Student Evaluation; Teaching Methods; *Thematic Approach; Writing Skills

IDENTIFIERS- Thinking Skills

Intended to help teachers integrate the teaching of thinking, reading, writing, speaking, and listening skills, this booklet presents five thematic units of study for the language arts. The booklet begins with a rationale for a thematic approach to language arts. The remainder of the paper presents the thematic units, each of which includes a rationale for that particular theme, objectives of the unit, thematic activities, resources, and evaluation activities. The five themes are conflict, emotions, families, growing up, and understanding others. A three-page bibliography is included. (HTH)

ED 263 603 CS 209 430

Barker, Thomas T.
The English Department Microlab: An Endangered Species?
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English Departments; Evaluation Methods; Higher Education; *Learning Laboratories; *Microcomputers; Research Tools; Technical Writing; *Word Processing; Writing Improvement; *Writing Instruction; Writing Laboratories; Writing Research
IDENTIFIERS- *English Microlab Registry; *Microlabs

The English Microlab Registry (EMR) was first designed as a database, or research tool, for planners of English microlabs in order to give them access to information about all aspects of microlab management. But EMR also provides descriptive data about what a microlab is and may well provide insight into whether those labs will survive. An analysis of the data accumulated in the registry reveals that while most computer labs dedicated to writing instruction are in English departments, a number of them do exist outside English departments as learning assistance centers or writing centers. Furthermore, the majority of labs are housed at universities and appear to be used most frequently for word processing in technical writing courses or for increasing efficiency in first-year courses. If the microlabs that currently exist are to survive and if new ones are to be sound investments, two conditions will have to be met: (1) college administrators and their colleagues must be committed to supporting microlab administrators, and (2) programs must be written specifically for the microlab environment. (DF)

ED 263 647 CS 505 130

Littlefield, Robert S.
The Use of the Undergraduate Student in Tournament Management: Some Ethical Considerations.

PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Competition; Higher Education; *Management Development; Persuasive Discourse; *Speech Communication; Speech Curriculum; Speech Instruction; *Undergraduate Students
IDENTIFIERS- *Individual Events (Forensics); Speech Tournaments

To determine the extent of the involvement of undergraduates in speech tournament management, a survey was sent to 230 Directors of Forensics at schools with a Pi Kappa Delta affiliation. Most of the 102 respondents indicated that they use undergraduates when running a speech tournament but that concerns about utilizing undergraduates do exist. Major areas of concern are scheduling, tabulation, ballot distribution/checking, and judging--because students may lack the experience and the maturity to exercise ethical judgment. However, since it is almost impossible to run a tournament using only faculty members, steps must be taken to improve the quality of undergraduates involved. A curriculum should be established to educate undergraduates regarding tournament management. Also, opportunities should be provided at the high school and college level to give students practical experience in tournament management. If these steps are taken, the overall quality of future forensics coaches will be improved. Furthermore, more tournaments may exist if the coach does not have to run the tournament alone. (Tables of findings are included.) (DF)

ED 263 662 EA 018 041

Ogawa, Rodney T.; Smith, Judith F.
How a Faculty Made Sense of the Succession of Its Principal.
PUB DATE- 2 Apr 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985). For an earlier version, see EA 018 234.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Change; Elementary Education; Elementary School Teachers; Principals; *Teacher Administrator Relationship; *Teacher Attitudes

Through observation, interviews, and a review of school documents in a small suburban elementary school, researchers sought information concerning how faculties make sense of a changeover in the principalship. The research was conducted from a cognitive perspective. The study found that teachers' views of administrative succession and the norms of the school affected the ways in which they made sense of events, while the circumstances surrounding the changeover and the succession process itself had little impact on their thinking. The teachers assumed changing the principal would bring significant changes to the school. Prior to the changeover, teachers expressed fear that they would lose autonomy and hope that the incoming principal would be personable and supportive. During the first few months of the new principal's tenure faculty reactions were positive, but transfer of the school's secretary led to a period of mistrust and criticism. Toward the end of the year teachers settled into an acceptance phase, but still anticipated significant changes that had not yet surfaced. A brief review of the literature on leader succession is incorporated into the report. (PGD)

ED 263 705 EC 180 972

Self-Protection for the Handicapped: A Curriculum Designed to Teach Handicapped Persons to Avoid Exploitation.

Kent Public Schools, Wash.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 370p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum; *Interpersonal Competence; Learning Activities; *Moderate Mental Retardation; *Prevention; *Severe Disabilities; *Sexual Abuse; *Social Development

The curriculum is a modification and adaptation of the special education curriculum on sexual exploitation for mildly retarded students developed by Seattle Rape Relief. A Title IV-C Developmental Grant was written to develop a curriculum to meet the needs of moderately and severely handicapped students. The curriculum was subsequently evaluated by a state panel and selected as a model program for adoption in the state of Washington. The curriculum consists of 11 units: (1) identifying relationships; (2) precautions to take with strangers; (3) private body parts; (4) saying "no"; (5) protecting information; (6) travel safety; (7) social situations; (8) home safety; (9) authority figures; (10) exploitation in exchange for favors, gifts, and kindness; (11) reporting exploitation. The first five units are intended to help students acquire general information and skills needed for self protection, including discriminating strangers and learning the appropriateness of certain activities with strangers. Appropriate and inappropriate touching is discussed, as are examples of "safe" and "unsafe" information to give strangers. Units 6-11 feature self protection in specific situations. Units include information on materials, activities, and alterations. (Author/CL)

ED 263 396 CE 042 914

Career Ladder: Core Curriculum.
Middletown Public Schools, Conn.
SPONS. AGENCY- Connecticut State Board of Education, Hartford.
PUB DATE- 85
NOTE- 53p.; For related documents, see CE 042 912-913.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Education; Career Exploration; Consumer Education; *Daily Living Skills; Dropout Prevention; Educational Objectives; Employment Interviews; *Employment Potential; Futures (of Society); *High Risk Students; High Schools; Job Search Methods; Life Style; *Mental Retardation; Out of School Youth; Promotion (Occupational); Remedial Mathematics; Safety; Transportation

This packet of learning objectives is one in a series of materials for use with career ladder students in the Middletown, Connecticut, Public Schools. Career ladder students are those ranging from trainable mentally handicapped to educably mentally handicapped, learning disabled, and the high-risk dropout in the regular education program. The packet contains learning objectives that should be completed by these students. Objectives are grouped into the following categories: independent living, transportation, career exploration, safety, job seeking, interviewing, keeping a job, job advancement, consumer skills, life-style, and future trends. Addenda to the packet include a program of remedial arithmetic for career ladder students and materials for use with out-of-school Job Training Partnership Act participants (a career ladder instructional guide, an assessment guide, and a computer software index). (KC)

ED 263 425 CE 042 973

Math on the Job. Cook.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 27p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Cooking Instruction; *Cooks; *Disabilities; Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Occupational Information; Secondary Education; Skill Development; Special Education; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of cooks and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a cook with which the student is likely to be familiar. The next two sections deal with the work environment of the typical cook and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by cooks are provided. Various suggestions are listed for students interested in further exploring the occupation of cook. A glossary and answer sheet conclude the booklet. (MN)

ED 263 495 CG 018 652

Balinky, Jean L.
Maintaining Professional Psychological Identity and Integrity in School Practice.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Elementary Secondary Education; Financial Support; *Job Satisfaction; *Organizational Climate; *Professional Development; *School Psychologists; *Work Environment
The most difficult part of being a school psychologist is working in a school. Demands for accountability and staff productivity from federal, state, and local funding sources can lead to a lack of flexibility in educational strategy, increased pressure to place students in special education programs, and restrictions on the role of the school psychologist to functions that can be readily measured. Court litigation may result in school psychologists functioning not on the basis of scientifically sound procedures, but in conformity to legal decisions. The availability of federal funds for the handicapped can force psychologists to label students as handicapped in order to receive help for them. Schools on tight budgets can pressure psychologists to recommend special programs for the handicapped which are economically rather than educationally optimal. Other schools save money by getting "psychological" services from people in specialities with lower training levels and lower salaries than school psychologists. Supervision by non-psychologist administrators and teacher relations can also cause problems. School psychologists must behave professionally in order to cope with these problems. They must be educators themselves, communicate with teachers on an educational level, follow proper channels of communication, and get to know their communities. Joining professional psychological associations, maintaining contact with other psychologists, paticipating in continuing education, keeping up on current research and literature, and being familiar with American Psychological Association standards and guidelines can all help school psychologists to function as professionals. (NRB)

ED 263 569 CS 209 375

Grade 12 Diploma Examinations Program. English 30 & English 33. 1985-86 School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Aug 85
NOTE- 45p.; For related documents, see CS 209 375-387 and ED 262 044. Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Curriculum; English Instruction; Foreign Countries; Grade 12; High Schools; Multiple Choice Tests; Reading Comprehension; *Reading Skills; *Reading Tests; Student Evaluation; *Test Items; Writing (Composition); *Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta

Intended for teachers and students, this document presents updated information about the design, the sections, and the scoring of the Grade 12 diploma examinations in English 30 and 33 for the 1985-86 school year in Alberta, Canada. It contains blueprints illustrating the relationship between the content and scoring of writing and reading test assignments and curriculum concepts, the categories under which summary data will be conveyed to schools, and the amount that each section of the examination contributes to the total examination grade. The document also describes the tests: the skills required, the concepts to be mastered, the amount of time to allow, the length of the written compositions, the proportion of the total score allotted to each assignment, and other scoring information. (EL)

ED 263 618 CS 209 459

Clark, Wilma
Writing to Learn in All Subjects.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Apr 84
NOTE- 5p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Writing; *Critical Thinking; Educational Trends; Guidelines; Higher Education; Program Development; Secondary Education; *Teaching Methods; Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills

One of a series dealing with current issues affecting language arts instruction, this paper focuses on writing across the curriculum.

The paper begins by observing that schools and colleges across the country are developing school-wide writing programs, the purposes of which are to improve writing, to enhance learning of content, and to develop thinking skills. Each of these purposes is then discussed. This is followed by a list of strategies for building a district-wide program of writing in all subjects developed by the American Association of School Administrators in a 1982 critical issues report. The paper concludes by offering five suggestions to teachers wishing to incorporate writing into the study of various subjects: (1) begin by listing the main components of content, as well as the kinds of thinking, the students should learn; (2) design the writing assignment so that it will help students learn and understand clearly what they are expected to do; (3) consider how to help students at various stages of the writing process; (4) in responding to writing, develop methods that encourage students and yet communicate clearly to them about strengths and weaknesses in the writing; and (5) develop efficient methods for handling the paper load. (HOD)

ED 263 633 CS 505 093

Vandehaar, Debb
Technological Effects on Interpersonal Communication: A Classroom Activity.
PUB DATE- 15 Jun 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Iowa Communication Association (Cedar Rapids, IA, September 13-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Communication Research; Computers; Higher Education; *Interpersonal Communication; Models; *Nonverbal Communication; Simulation; *Technological Advancement; Telecommunications; *Teleconferencing
IDENTIFIERS- *Communication Behavior

Noting that few scholars have examined specifically how technology is affecting basic communication processes, students in interpersonal, small group, and advanced presentational forms classes studied the systems model of interpersonal communication. The systems model described by P. Emmert and W.C. Donaghy includes the following components: environment, shared field of experience, input-processing-output subsystems, verbal and nonverbal messages and feedback, and interference. Students then communicated with each other via a simulated computer conference and teleconference and analyzed how the model's components were affected by these technologies. Generally, the students thought the technologies destroyed the components of the systems model and thus would cause less effective communication. The major components that were affected by both computer conferencing and teleconferencing were the nonverbal messages and feedback. With the absence of all nonverbal cues in both simulations, students missed the emotional aspect, attitudinal message, role negotiation, and turn taking of face-to-face interaction. However, the negative responses failed to consider that such changes do not automatically adversely affect communication effectiveness. Rather than assuming that change in these implicit components damages effective communication, communicators can consciously recognize and thus promote control of these components, thereby increasing communication effectiveness with these technologies. (HTH)

ED 263 676 EA 018 071

Eash, Maurice J.

Evaluation Research and Program Evaluation Retrospect and Prospect: A Reformulation of the Role of the Evaluator.

PUB DATE- 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Data Collection; *Educational Assessment; Elementary Secondary Education; *Evaluation Methods; *Evaluation Utilization; Interprofessional Relationship; *Program Evaluation; Research and Development; Research Design; Research Methodology; *Research Projects; User Satisfaction (Information)

This essay focuses on a key change that the author has experienced in the practice of program evaluation research over the past 20 years: the accommodation of the logic of science and the psychology of politics. This change has substantially altered the role of the evaluator, the evaluator's relationship with clients, the design of an evaluation study, and the training of evaluators at the Ph.D. level. The role of evaluator used to be that of a scientist highly reliant on technical skills who was called upon to do brief studies, draft and implement the design, and deliver the final report, all for a fixed price contract. During the last 10 years, this role has changed considerably, primarily because of the longer duration of the evaluation projects and the higher level of engagement between the evaluator and the client. As a consequence, evaluation designs have become more evolutionary in design; an initial "evaluation research matrix" is modified over time in consultation with the client, and the final report is replaced by a series of interim reports on specific questions which in turn are revised as data come in. This shift in design and practice of evaluation arose in response to the need to resolve conflict among contending parties at an institution by delivering useful information in a timely manner. Preparation of Ph.D. students in evaluation research accordingly has come to rely much more on their early first-hand engagement with field problems as members of evaluation teams. The author concludes that evaluation research is likely to continue to be involved with contextual politics as well as technical demands. (TE)

ED 263 690 EA 018 095

Little, Judith Warren; Bird, Thomas D.

Is There Instructional Leadership in High Schools? First Findings from a Study of Secondary School Administrators and Their Influence on Teachers' Professional Norms.

Center for Action Research, Inc., Boulder, Colo.; Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 84
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
GRANT- NIE-G-82-0020
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; Educational Environment; High Schools; Inservice Teacher Education; Interprofessional Relationship; *Leadership; Principals; School Effectiveness; *School Supervision; *Teacher Administrator Relationship; Teacher Evaluation; Teacher Supervision
IDENTIFIERS- *Instructional Leadership

In this 2-year study, the assumptions and methods of role theory were employed to guide the description and analysis of instructional leadership among secondary school principals. This paper reports selected findings from the first year's work--a focused ethnographic study of instructional leadership patterns in five secondary schools--based on interviews, observations, and informal conversations with administrators and teachers. After a background discussion of five basic ideas that guided the work and of the contributions and limitations of past research, the study addresses the role of the principal in fostering norms of collegiality and experimentation. The observation and evaluation of teaching, provisions for curriculum development, involvement in shared planning or preparation of methods and materials, and the design and conduct of inservice education are all examined for the conditions and consequences of the leadership they convey. Data on classroom observation and feedback practices between teachers and administrators serve to illustrate the range of leadership strategies and to make a case for the probable connections between those strategies and school improvement outcomes. An extensive bibliography is included. (TE)

ED 263 339 CE 042 799

Davenport, Joseph, III; Davenport, Judith A.
Andragogy: Another Bandwagon or Legitimate Tool in the Continuing Education Armamentarium?
PUB DATE- Oct 84
NOTE- 23p.; Paper presented at the Annual Conference of the National Association of Continuing Education Directors (Washington, DC, October 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; *Andragogy; *Continuing Education; *Educational History; Educational Philosophy; Postsecondary Education; *Social Work; Social Workers
IDENTIFIERS- Knowles (Malcolm S)

The term andragogy, often defined as "the art and science of helping adults learn," has gained wide recognition during the last decade or so. Although used in the early 19th century, the term was popularized in this country by Malcolm Knowles in his book, "The Modern Practice of Adult Education: Andragogy Versus Pedagogy" (1970). The book was aimed at "exploring a comprehensive theory that will give coherence, consistency and technological direction to adult education practice." Knowles' assumptions about adult and child learning were almost uncritically accepted and integrated into adult education practice. Continuing education for social workers was no exception, especially with the influence of Lindeman at the Columbia University School of Social Work. In more recent years, however, some educators have begun to question this "split" between pedagogy and andragogy, preferring to view learning as a continuum rather than a dichotomy. That the use of the term is debatable should serve as a caution to those continuing educators who blithely and routinely call for andragogical approaches to education and training. Andragogy may indeed have a role in continuing social work education, but its use appears limited to specific subjects, populations, and settings. It is no educational panacea, and its uncritical use is not in the best interests of educators, trainers, or learners. (This paper cites numerous references for and against the use of the term or theory of andragogy and summarizes various schools of thought on its use.) (KC)

ED 263 454 CG 018 610

Jones, Randall M.; Hartmann, Barbara R.
Ego Identity, Self Esteem and Substance Use during Adolescence.
PUB DATE- Aug 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Drinking; Drug Abuse; *Drug Use; Interpersonal Communication; Interpersonal Relationship; Secondary Education; Self Concept; Self Disclosure (Individuals); *Self Esteem; Sex Differences; *Smoking
IDENTIFIERS- Substance Abuse

The similarity of factors which mediate psychosocial maturity and those which are associated with substance use or abuse suggests a reciprocal relationship between ego identity development and behavior. Because substance use has increased in our society, has become socially acceptable in some contexts, and has an effect on the perception of experience, it is a potential component of normal ego identity development. The Personal Opinion Survey (POS), a questionnaire measuring demographic information; past and present involvement with alcohol, cigarettes, and illicit drugs; and ego identity development was administered to 2,612 adolescents. The Extended Version of the Objective Measure of Ego Identity Status (EOM-EIS), incorporated in the POS, measured ego identity in occupational, religious, political, and social contexts with respect to ideological and interpersonal dimensions. Respondent gender was significantly related to six of the eight ego identity subscales: namely, ideological achievement, moratorium, and foreclosure, and interpersonal achievement, foreclosure and diffusion. Interpersonal achievement scores increased with all substance use categories except cigarette experience. Recent substance use gave females significantly higher moratorium scores than similarly classified males. Ideological and interpersonal foreclosure scores decreased with substance use. Significant increases in diffusion scores occurred with marijuana experience and recent use. These findings support previous research demonstrating the earlier maturation of females and Erikson's contention that ego identity is affected by experience, but suggest that further research is needed concerning the qualitative and quantitative aspects of the substance use experience. (Graphs and tables are included.) (TW)

ED 263 481 CG 018 638

Kivett, Vira R.; Suggs, Patricia K.

Fathers and Sons in Later Life: The Saliency of the Tie.

SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (38th, New Orleans, LA, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family Involvement; *Fathers; *Helping Relationship; *Older Adults; *Parent Child Relationship; *Sons

Information on male linkage is usually generalized from studies of female linkage and the saliency of the father-son tie in later life is unclear. The importance of the father-son tie was examined in 56 men aged 65 and older through a comparative analysis designed to compare the levels of association and helping between fathers and sons to those of other parent-child dyads and to determine factors contributing to the frequency of association and helping between older fathers and sons. Association was determined by asking the fathers to indicate the extent to which they had gotten together with their sons of most contact during the past year, and the extent to which they had received telephone calls and letters from their sons. Help received was measured by asking the fathers the extent to which they had received help in 10 areas of assistance from their sons during the past year. Help given was determined by rephrasing the helping question in terms of the amount of help that fathers had given to sons. Five independent variables were also included in the analysis: proximity to son, self-perceived health, perceived adequacy of income, number of children, and confidants. The results revealed that social structural factors and subjective and self-motives were relatively unimportant to the interaction between fathers and sons except in the case of association where contact increased with proximity to son. The results showed the father-son tie to be less salient than the mother-daughter tie in relation to association and parent to child help but, otherwise, of similar saliency to other parent-child dyads. These findings suggest that the father-son tie is of moderate functional importance as viewed through association and of low import in terms of help received and given. (NRB)

ED 263 523 CS 008 190

Osburn, E. Bess
What's "Basic" in Reading Instruction?: A Presentation for Parents.
PUB DATE- Mar 83
NOTE- 21p.; Paper presented at the Annual Meeting of the Texas State Council of the International Reading Association (11th, Houston, TX, March 10-12, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Reading; Elementary Education; Learning Theories; Oral Reading; *Parent Participation; Phonics; Reading Aloud to Others; *Reading Instruction; *Reading Programs; Reading Skills
IDENTIFIERS- *Parent Orientation

Intended to help educators explain an instructional program to parents, this document presents and discusses the following ten statements reflecting traditional views about teaching reading: (1) Reading is a simple, passive mental process. (2) An efficient reader pronounces every word in the passage. (3) When children come to an unfamiliar word, they must be able to sound it out. (4) If children don't read well, more phonics will help. (5) Reading should be error free. (6) There is only one basic sequence of reading skills. (7) Using the finger to point to words will cause a beginning reader to become dependent on this strategy. (8) All readers need practice in oral reading. (9) Children learn best by sitting quietly and listening to the teacher explain the skills. (10) Children are most like adults in their thinking and least alike in their feelings. Material for transparencies illustrating the text and presenting reading tasks to the audience are included. (EL)

ED 263 538 CS 008 217

Harris, Theodore L., Ed.; Cooper, Eric J., Ed.

Reading, Thinking, and Concept Development: Strategies for the Classroom.

College Entrance Examination Board, New York, N.Y.

REPORT NO.- ISBN-0-87447-219-9
PUB DATE- 85
NOTE- 284p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($19.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advance Organizers; Cognitive Processes; *Concept Formation; Content Area Reading; Elementary Secondary Education; Prediction; Readability Formulas; *Reader Text Relationship; *Reading Comprehension; *Reading Instruction; Reading Material Selection; *Reading Processes; Reading Research; *Reading Strategies; Teaching Methods; Textbook Evaluation; Writing Skills
IDENTIFIERS- Anaphora

Intended to help teachers both improve students' text comprehension and better understand the teaching-learning process involved, this book focuses on comprehension and concept development as the central core of an effective educational program. The book's five sections deal with teaching explicit comprehension skills, precomprehension and postcomprehension strategies, interactive comprehension strategies, integrative comprehension strategies, and readability and the future of the textbook. The titles of the 15 essays and their authors are as follows: (1) "'Teaching' Comprehension," by P. David Pearson and Margie Leys; (2) "How to Teach Readers to Find the Main Idea," by Joanna P. Williams; (3) "Developing Comprehension of Anaphoric Relationships," by Dale D. Johnson; (4) "Knowledge and Comprehension: Helping Students Use What They Know," by Judith A. Langer and Victoria Purcell-Gates; (5) "The Advance Organizer: Its Nature and Use," by Robert W. Jerrolds; (6) "Anticipation and Prediction in Reading Comprehension," by Joan Nelson-Herber; (7) "Response Instruction," by Beau Fly Jones; (8) "Using Classroom Dialogues and Guided Practice to Teach Comprehension Strategies," by Scott G. Paris; (9) "Reciprocal Teaching: Activities to Promote Reading with Your Mind," by Annemarie Sullivan Palincsar and Ann L. Brown; (10) "Using Children's Concept of Story to Improve Reading and Writing," by Dorothy S. Strickland and Joan T. Feeley; (11) "Integration of Content and Skills Instruction," by Olive S. Niles; (12) "Levels of Comprehension: An Instructional Strategy for Guiding Students' Reading," by Harold L. Herber; (13) "Thinking About Reading," by Susan Sardy; (14) "Matching Reading Materials to Readers: The Role of Readability Estimates in Conjunction with Other Information about Comprehensibility," by George Klare; and (15) "Textbook Adoptions: A Process for Change," by Jean Osborn and Marcy Stein. (HTH)

Osburn, E. Bess; McDonell, Gloria M.
Beginning Writing: Characteristics of Development.
PUB DATE- 83
NOTE- 13p.; Paper presented at the Annual Meeting of the National Reading Conference (33rd, Austin, TX, November 29-December 3, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Child Language; Language Acquisition; Primary Education; Writing (Composition); *Writing Processes; *Writing Research; Writing Skills
IDENTIFIERS- *Beginning Writing

A study was conducted to identify characteristics of young children's written compositions that might be used to indicate growth patterns. Written compositions of 482 children of all ability levels, grades 1-3, were examined by two teams of teacher-researchers and placed on a continuum of sophistication. Four growth strands were identified: (1) readiness, in which the children learned that language can convey a message; (2) sentence, in which children began to string words together to form sentences; (3) description, in which children learned to use a series of sentences to describe something; and (4) beginning discourse, in which five elements showing growth developed. These elements were the increase in sentence length and variety, the increase in concern for logical relationships, the increase in descriptive language, the use of story structure, and the recognition of audience awareness. While a sequence of patterns and growth strands appeared, these patterns did not occur in smooth transitions. Awareness of the importance of errors to growth in writing should help teachers to create a classroom atmosphere that encourages experimentation. The growth strands can be used as guidelines for teachers as they examine compositions over a period of time and and communicate with parents and administrators about written language growth. (EL)

ED 263 310 CE 042 688

Lucas, G. S.
Volunteer Community-Based Organizations behind Walls: A Sensible Approach to the Adult Illiteracy Problem (An Evolutionary/Historical Review).
PUB DATE- Nov 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Adult Students; *Community Programs; *Correctional Education; Educational Change; Educational History; Educational Objectives; Educational Philosophy; Illiteracy; Prisoners; *Volunteers

The history of American prison education from 1650 to the present can be divided into five periods. Generally speaking, the education provided in prisons has been loose, fragmented, and essentially reflective of the prevailing local prison administration. Although the trend has been toward the adoption of a more enlightened view toward inmates and toward the provision of more and better educational opportunities for them, the recent overcrowding and budget cuts facing America's prisons have threatened the progress that has been made in the area of prison education. One solution would be the development of community-based volunteer programs that would allow inmates to assist in the literacy education of their fellow inmates. A prototypical model of such a program is urgently needed. In addition, practitioners concerned with the issue of literacy education in America's prisons must take the following steps to establish a national network to exchange information and link their current efforts and practices: make contact with state and federal departments of corrections and related corrections organizations, identify key personnel within these departments who would be willing to share and exchange information, and propose a newsletter or publication to provide a forum for the exchange of ideas. (MN)

ED 263 368 CE 042 871

Briney, Margorie; Long, James S.
Adults Remember What's Important.
PUB DATE- Oct 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Evaluation Network (Toronto, Ontario, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adult Education; Adult Programs; *Educational Benefits; Employment; *Employment Programs; *Federal Programs; Interpersonal Competence; *Outcomes of Education; Participant Satisfaction; Postsecondary Education; Program Attitudes; Program Effectiveness; *Research Methodology; Self Actualization
IDENTIFIERS- *Comprehensive Employment and Training Act

This 1984 study (1) estimated the more enduring benefits of a Comprehensive Employment and Training Act (CETA) prevocational program for those who completed the program in 1979; and (2) identified the features of the CETA program that completers recalled as having contributed to these benefits. The 18-week CETA prevocational program was offered by a community college for economically disadvantaged adults in an agricultural/industrial community of 55,000. The program included personal development, basic academic skills, and job skills and career planning. The researcher, who was also the CETA program coordinator in 1979, interviewed 19 of the 23 program completers by telephone. She searched for four kinds of anticipated benefits in their lives: economic (finding and keeping a job); educational (further schooling); personal (feelings of greater confidence, self-worth, ability to communicate); and social (membership in organizations, participation in community and government). The results of the survey showed that 10 persons were employed full-time, 5 part-time, and 2 were full-time students; before the 1979 program all were unemployed. The changes related to education showed that 1 person had completed high school, 7 had completed a high school equivalency program, 9 had taken vocational training, and 11 had taken college classes for credit. All but one of those contacted were more confident, and almost all reported a greater sense of self-worth, and better communications. In addition, 10 who had belonged to no organizations before the program had since joined a group. (This paper contains extensive advice on survey methodology.) (KC)

ED 263 384 CE 042 900

Proceedings of the Annual National Agricultural Education Research Meeting (12th, Atlanta, Georgia, December 6, 1985).
American Vocational Association, Arlington, VA. Agricultural Education Div.
PUB DATE- 6 Dec 85
NOTE- 426p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Agricultural Education; Comparative Analysis; Competency Based Education; Computer Assisted Instruction; Educational Benefits; *Educational Needs; Educational Objectives; *Educational Practices; Educational Research; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; Student Attitudes; Student Characteristics; *Supervised Farm Practice; Teacher Attitudes; Teacher Characteristics; Teacher Education; *Vocational Education; Vocational Education Teachers

These proceedings include the following papers: "An Assessment of the National FFA Public Service Announcement Program" (Sutphin, Dillon, and Rush); "Educational Objectives and Administrative Criteria for the National FFA Contest Program" (Smith and Kahler); "A National Profile of Agricultural Teacher Educators and State Supervisors of Vocational Agriculture by MBTI Preference Type" (Foster and Horner); "Discussion of Research Reports on National Perspectives" (Martin); "Mathematical Problem-solving Skills of High School Vocational Agriculture Students and Undergraduate Students in Agricultural Education" (Gliem and Warmbrod); "Technical Agriculture Knowledge Level Attained by Students Enrolled in Vocational Agriculture II Classes" (Kotrlik, Parton, and Lelle); "Readability and Student Understanding in Vocational Agriculture" (Zurbrick); "Student Performance in Vocational Agriculture--A Critique of Research" (Brown); "A National Study of Recommended Curricula for Extension Education Methods Classes and Student Internship Programs" (Legacy and Wells); "The Extent of Burnout among Faculty in Agriculture" (Newcomb and Clark); "An Assessment of Motivational Factors Affecting College of Agriculture Faculty Involvement in International Development Acitivites" (Jones and Crawford); "Factors Associated with Developing an Understanding of SOEP as Perceived by Oregon Vocational Agriculture Teachers" (Herren and Cole); "Factors Limiting Vo Ag Student Participation in SOE Programs in Nebraska" (Foster); "The Relationship between Characteristics of Colorado's American Farmer Degree Recipients from 1968 to 1977 and Their Current Occupational Status" (Gartin and Knight); "The Relationship between Job Satisfaction and Teacher Performance of Vocational Agriculture Teachers" (Grady and Burnett); "Professional Philosophy, Teacher Beliefs, and Teacher Effectiveness: Is There a Relationship?" (Rush and Crunkilton); "Attitudes of Ohio Vocational Agriculture Teachers toward Summer Programs" (Short and Miller); "Discussion of Research Reports on Teacher Perspectives" (Peters); "Assessment of Competencies Possessed by Students Enrolled in Applied Principles of Agribusiness and National Resources Education" (Cheek and McGhee); "Crop Production Skills Possessed and Taught by Vocational Agriculture Teachers in Illinois" (Osborne); "Vocational Agriculture Competencies and Sex Equity in Oregon" (Cole); "Vocational Agriculture Teachers' Perceptions of Young/Adult Education Programs in Agriculture" (Haynes and Burnett); "Attitudes of Superintendents of Ohio Comprehensive High Schools toward Adult Programs" (Miller and Krill); "Perceptions of Agricultural Education Programs: Differences among Satisfied/Dissatisfied Students" (Strickland and Elson); "Early Field-based Experience Programs and Attitudes of Preservice Teachers" (Deeds and Barrick); "Analysis of the Inservice Needs of Beginning Vocational Agriculture Teachers" (Birkenholz and Harbstreit); "Vocational Agriculture Entry-Year Teachers' and Entry-Year Assistance Committee Members' Perceptions of the Oklahoma Entry-Year Assistance Program (HB1706)" (Finley and Barbee); "Meeting Teacher Needs: A Discussion of Research" (Arrington); "Where Are You When We Need You, Rufus W. Stimson?" (Moore); "Attitudes toward and Utilization of Cognitive Skill Development among Agricultural Education Faculty in the United States" (Jones and Williams); "Preparing Effective Vocational Agriculture Teachers: A Comparison of Land Grant and Non-Land Grant Universities" (Asiabaka and Moore); "Teacher Preparation in Agricultural Education: A Discussion of Research Reports" (Mannebach); "Readjustment and Life Satisfaction of International Students in Agriculture Returning Home to a Developing Country" (Dreisbach, Christiansen, Herring, and Briers); and "Development and Experimental Evaluation of a Microcomputer-based Software Package for Recordkeeping in SOE" (Wood). Critiques of several papers are also provided. (MN)

ED 263 441 CE 042 989

Math on the Job. Machinist.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Learning Activities; Learning Disabilities; *Machinists; *Mathematics Skills; Mental Retardation; Secondary Education; Special Education; Trade and Industrial Education; Vocabulary; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of machinists and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a machinist with which the student is likely to be familiar. The next two sections deal with the work environment of the typical machinist and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by machinists are provided. Various suggestions are listed for students interested in further exploring the occupation of machinist. A glossary and answer sheet conclude the booklet. (YLB)

Salmony, Steven E.; Smoke, Richard
Psychodynamics of the Ku Klux Klan.
PUB DATE- Aug 85
NOTE- 30p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Antisocial Behavior; Bias; *Group Dynamics; Group Membership; *Individual Needs; *Need Gratification; Psychological Patterns; *Social Psychology; Violence
IDENTIFIERS- *Ku Klux Klan; *Object Relations; Psychodynamics

The Ku Klux Klan (KKK), characterized by disguises, secrecy, bigotry, and terror, came into power in the South after the Civil War. In some parts of the country the KKK, an extreme example of pathological group process, appears as strong and violent today as ever. Fromm (1941) noted that the basis of group psychology is the individual personality and defined social character as that part of the individual character structure that is common to most members of a group. The dynamics of the KKK may be better understood in terms of the individual psychodynamics of the group members. In the process of maturation, individuals need to progressively transfer to some matrix the feelings of support that they originally felt with their mothers. Because society as a whole is too vast and remote to meet this need, individuals seek additional support through group membership. The split-mother concept of Klein's (1975) Object Relations Theory can be projected into group life. Some individuals experience the maternal presence of society as split and have special requirements for group support. Under certain circumstances, pathological groups like the KKK may meet those requirements. In addition, the eruption of group violence of the KKK type may be explained by analyzing the psychodynamics of group regression to an infantile level and the accompanying arousal of the "unmanageable mother." (Author/NRB)

ED 263 552 CS 209 266

Scott, Patricia
Story Telling: A Guide to the Art. P.E.N. (Primary English Notes) 49.
Primary English Teaching Association, Rozelle (Australia).
PUB DATE- 85
NOTE- 9p.; Photographs may not reproduce well.
AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Class Activities; Elementary Education; Language Arts; Learning Activities; Narration; Oral Reading; *Reading Aloud to Others; Reading Materials; Reading Material Selection; *Story Reading; *Story Telling; Supplementary Reading Materials

The teaching activities presented in this pamphlet focus on storytelling. Beginning with a discussion of the purpose and rules of storytelling, it contains suggestions for selecting stories, lists story suggestions for various ages, and includes a brief annotated bibliography of recommended story collections. It explains learning and telling a story as well as how to use picture books. In addition, the pamphlet discusses aids to storytelling, including string stories and puppets, and concludes by explaining how to tell stories from one's life and by listing the address needed to contact storytelling guilds. References include a short list of books and conference proceedings about storytelling. (EL)

ED 263 604 CS 209 431

Forseth, Roger
Converting Freshman English to Word Processing: A Case History.
PUB DATE- 5 May 85
NOTE- 21p.; Paper presented at the Meeting of the UCLA Conference on "Computers and Writing: New Directions in Teaching and Research" (Los Angeles, CA, May 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College English; English Instruction; Higher Education; Microcomputers; *Word Processing; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- *Freshman Composition; University of Wisconsin Superior

To improve the quality of instruction in composition classes at the University of Wisconsin-Superior, a project incorporating the use of word processors was instituted. The project began in the summer session of 1984 with a regular section of beginning English. Although some students experienced difficulty in learning to use the word processors, student evaluations were positive, and by the fall of 1986 all freshman composition classes will use word processors. Course syllabi have not been entirely revised, although the "theme-a-week convention" has been replaced by assignment of fewer papers with intensive revision and editing. Future developments will include hiring writing interns (advanced undergraduate English majors and other qualified students) for computer and tutorial training, instituting continuous enrollment in freshman English for those students who have failed to make the required "C", and exploring the possibility of having students purchase their own computers. It is hoped that the use of computers and writing interns in teaching composition courses will provide instructors with more time for teaching literature and doing research, as well as improving students' writing skills. A brief bibliography concludes the report. (DF)

ED 263 648 CS 505 131

Mason, Gail
A National Survey of Internships in Speech Communication.
PUB DATE- Oct 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Communication Research; Higher Education; *Internship Programs; Practicum Supervision; *Program Content; Program Descriptions; School Business Relationship; School Surveys; *Speech Communication; *Speech Curriculum; Speech Instruction; Student Evaluation; Teacher Student Relationship

A survey was completed by 197 college and university speech communication departments concerning their speech internship programs. Survey items asked about institution size, number of majors/minors in the department, existence of an intern program, general standards, credit hour issues, placement, intern responsibility, and faculty role. The results yielded by the survey included the following: (1) most internships take place in large schools with an ample number of majors and minors; (2) most programs placed 1 to 10 interns per year; (3) the internship was not a required course for most speech curricula, and the interns were seldom paid for their work in the various agencies; (4) placements were usually in the campus town, although, not necessarily on campus, and most internships occurred during the academic year; (5) there was little agreement concerning the number of hours interns should work per week to earn credit, with just over half agreeing that the student should put in 10 hours of work for 1 to 3 hours of credit; (6) interns generally received between 1 and 6 hours of academic credit; (7) a faculty member designated as coordinator usually supervised the program; (8) students were usually evaluated by both the on-site supervisor and the intern coordinator; (9) most coordinators required the interns to document their work experiences and write a final report or give some particular presentation; and (10) there was a relationship between institution size and type of placement. The survey instrument containing a breakdown of responses is appended. (HTH)

ED 263 663 EA 018 043

Case, Elizabeth J.; King, Richard A.
Influencing State Fiscal Policymaking: The Superintendent as Lobbyist.

PUB DATE- Apr 85
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Role; Community Influence; Elementary Secondary Education; Financial Policy; *Lobbying; Political Influences; *Politics of Education; State Action; State Aid; State Legislation; State School District Relationship; Superintendents
IDENTIFIERS- New Mexico

Perceptions of the political behavior of superintendents in New Mexico vary widely throughout the state. Questionnaires and interviews were used to gather information from superintendents, school board chairmen, and state legislators concerning the frequency, extent, and kinds of political activity in which superintendents were involved. Four kinds of activity were assessed: involvement in issue definition and proposal formulation, the mobilization of support for or opposition to policy proposals, attempts to influence policy as an individual rather than as a member of an association, and activity affecting specific fiscal issues. Superintendents were classified on a continuum from highly active to relatively inactive. The degree to which a superintendent was active was taken to reflect the superintendent's own beliefs concerning appropriate levels of political activity as well as those of his community and school board. Superintendents at both ends of the continuum saw themselves as less active than they were perceived to be by either legislators or board chairmen. The training and experience levels of superintendents appeared to affect the extent of their activity. Those closer to the state capitol proved more active than those located farther away, perhaps reflecting greater community support for political activity. Five pages of references are appended. (PGD)

ED 263 706 EC 180 974

Inter-Ministry Child Abuse Handbook: A Coordinated Approach for Professionals Dealing with Child Abuse in British Columbia. Revised Edition.

British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Health, Vancouver.; British Columbia Dept. of Human Resources, Victoria.

REPORT NO.- ISBN-0-7718-8480-X
PUB DATE- 85
NOTE- 102p.; The British Columbia Ministry of Attorney General was also involved in the compilation of the document.
AVAILABLE FROM- Queen's Printer, Parliament Building, Victoria, B.C., Canada V8V 4R6.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agency Cooperation; *Child Abuse; *Child Neglect; Cooperation; Elementary Secondary Education; Evaluation Methods; *Government Role; Health Services; *Intervention; *Sexual Abuse
IDENTIFIERS- *British Columbia

The handbook details British Columbia's policies and systems to coordinate services for child abuse. The initial chapter presents an overview of the issue, focusing primarily on child abuse and the law, and considers such aspects as obligation to report and confidentiality. The remainder of the handbook specifies responsibilities and procedures for four governmental agencies: The Ministry of Human Resources (sexual abuse within and outside the home, physical abuse within and outside the home, and mandates and definitions); the Ministry of Attorney General (role of the justice system, policies, crown counsel, corrections, and the court system); the Ministry of Health (role of health professionals and of physicians in incidents of physical and sexual abuse); and the Ministry of Education (indications of possible abuse and neglect, the role of educators, reporting responsibilities). Included in appended materials are guidelines for investigative interviewing of child victims of sexual abuse and signals of possible abuse. (CL)

ED 263 325 CE 042 778

Iowa High School Industrial Arts Curriculum Project. Report on Year One of Phase II.

Des Moines Public Schools, Iowa.; Iowa State Univ. of Science and Technology, Ames.

SPONS. AGENCY- Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 84
NOTE- 428p.; For a related document, see ED 224 904. Sponsored by the Iowa Industrial Arts CADRE.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Educational Resources; Energy Conservation; Evaluation Methods; *Graphic Arts; High Schools; *Industrial Arts; Instructional Materials; Learning Activities; *Learning Modules; Lesson Plans; *Manufacturing; Material Development; *Power Technology; State Curriculum Guides; State Programs; Statewide Planning; Test Items
IDENTIFIERS- *Iowa; Iowa High School Curriculum Project

Phase II of the Iowa High School Industrial Arts project sought to revise industrial arts content to include the infusion of new technologies, structured mathematics and science content, and a less project-oriented approach to teaching. The project identified a philosophical basis and a content structure; set priorities for development and delivery of content; identified and prepared delivery vehicles; and evaluated the vehicles, the philosophical basis, and the content structure. During the first year of Phase II, the philosophical basis, the content structure, and the content priorities were generated; the other areas will be worked on during the next two years. The products chosen were a group of modules representing each of the major content areas and a curriculum guide designed to communicate the philosophical basis and the content structure. This document contains the project report and extensive appendixes that contain lists of planning members, fall conference and meeting reports, evaluation procedures, a project personnel chart, a sample of a test item bank, a list of workshop participants, and three modules. These modules, which make up a large part of the document, cover graphic communications, energy and power, and manufacturing. Each module consists of a rationale, objectives, sources of information, and detailed lesson plans for each unit. (KC)

ED 263 354 CE 042 841

Stites, Lucinda
Employability Competencies for Entry Level Word Processing Skills.
Los Angeles Unified School District, Calif.
PUB DATE- 1 Oct 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Vocational Education; Behavioral Objectives; Competence; *Competency Based Education; Entry Workers; *Equipment Utilization; Evaluation Criteria; *Microcomputers; *Office Machines; *Office Occupations Education; Postsecondary Education; Secondary Education; Student Evaluation; *Word Processing
IDENTIFIERS- *Proofreading

This syllabus describes the basic competencies needed by entry-level workers in the field of word processing. Competencies are organized according to the following skill areas: systems operation; text creation; storage, and printing; revision; formatting; text applications; word processing center procedures; word processing theory; and proofreading. Each page in the syllabus presents a competency statement that is defined by an indicator, a performance objective, a benchmark, and one or more specific observable tasks or behaviors to be used as assessment criteria. (MN)

ED 263 397 CE 042 917

Barer-Stein, Thelma
Participation in Crosscultural Settings: A Theory of Learning as a Process of Experiencing Difference.

PUB DATE- 8 Nov 85
NOTE- 25p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 8, 1985). A microfiche copy of the dissertation upon which the paper is based is available from Theses Division, National Library of Canada, Ottawa, Ontario.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Adult Learning; Andragogy; *Cognitive Processes; *Cultural Differences; Educational Philosophy; English (Second Language); *Epistemology; *Learning Theories; *Phenomenology; Postsecondary Education; Teacher Attitudes

This paper focuses on aspects of a process of learning (participation) that emerged in a study of crosscultural experiences. As a phenomenological work, this study brings attention to the possibility that how adults learn in everyday life may actually be a process of experiencing the difference between what is familiar and known, and that which is unfamiliar and therefore unknown. The theory presented in the paper is illustrated through the comments and perceptions of an English-as-a-second-language teacher in Canada who had had long experience of other cultures. From the experiences articulated by the teacher a model was generated that depicts a process of learning proceeding in steps through observing (awareness), acting in the scene (knowing), confronting difference (understanding), and involving oneself. The involving phase of the process represents the total acquisition of knowledge, wherein the known becomes familiar and therefore no longer in the forefront of consciousness, i.e., it is taken for granted. The new known then becomes a background for new perceptions of difference and therefore new learning. The paper concludes that confrontation of difference is rewarding because it is an opportunity for learning. (KC)

ED 263 411 CE 042 947

Keys to Cooperative Education Programs. Volume I.
National Child Labor Committee, New York, N.Y.
SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 68p.; For Volume II, see CE 042 948.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Education; *Program Design; *Program Evaluation; Program Implementation; Secondary Education; *Self Evaluation (Groups)

This first volume of a two-volume manual provides a structure for the analysis of the design of cooperative education and the implementation of the design in terms of the 49 key elements of cooperative education. It is intended for use by persons responsible for cooperative education at state and local levels. Volume I contains the introduction and a section on how to use the manual which provides: general information about the key element approach, the definitions of the key elements, an outline of the distribution of elements by level of importance and functional area, suggestions on how to incorporate materials from a key element description into the design, a discussion of general problems involved in attempts to replicate an element, and some techniques for modifying a key element to make it fit the parameters of a specific situation. This volume also contains the appendixes, including definitions of key elements (arranged into functional areas and grouped within area by level of importance), a form with instructions for making a force-field analysis, an example of a completed force-field analysis, and a worksheet for planning changes to improve an element. (YLB)

ED 263 426 CE 042 974

Math on the Job. Secretary/Clerk Typist.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 25p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; Clerical Occupations; *Disabilities; Emotional Disturbances; Enrichment Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Occupational Information; Secondary Education; *Secretaries; Skill Development; Special Education; *Typewriting; *Work Environment

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of secretaries and clerk typists and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a secretary/clerk typist with which the student is likely to be familiar. The next two sections deal with the work environment of the typical secretary/clerk typist and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by secretaries/clerk typists are provided. Various suggestions are listed for students interested in further exploring the occupation of secretary/clerk typist. A glossary and answer sheet conclude the booklet. (MN)

ED 263 496   CG 018 653

Emanuel, Joseph; Bernhardt, Greg
Marriage Counseling Using Differing Personality Types as a Resource.
PUB DATE- Oct 84
NOTE- 15p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education Supervision (Chicago, IL, October 18-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitudes; Classification; *Cognitive Style; Counseling Techniques; Interpersonal Relationship; *Marriage Counseling; Perception; Personality Theories; *Personality Traits; *Spouses
IDENTIFIERS- *Jung (Carl G); *Myers Briggs Type Indicator

Carl Jung's theory of type states that much seemingly chance variation in human behavior results, not from chance, but from basic differences in human functioning. This theory is divided into two major components: fundamental human attitudes (extroversion, introversion) and basic mental processes (sensation, intuition, thinking, feeling). Sensation and intuition represent functions of perception while thinking and feeling are functions of judgment. Personality is structured by four preferences concerning the use of perception and judgment: extroversion or introversion, sensing or intuition, thinking or feeling, perception or judgment. It is these personality preferences that comprise the conceptual framework of the Myers-Briggs Type Indicator (MBTI), a psychological instrument which measures variations in normal attitudes and behaviors. The MBTI can be a valuable marriage counseling tool. After having a couple take the MBTI, the counselor who interprets the results to them should be aware of their personality types and should realize that individuals will perceive and judge data differently. Once the MBTI results are presented, it is important to initiate plans for the couple on how this new information will impact their lives. Couples who have commitment to change can facilitate the change process by having an appreciation of the other person's type. The MBTI can be a useful tool for explaining their types to them. (NRB)

ED 263 510 CG 018 667

Wolff, Hans; Juhasz, Anne McCreary

Determinants of Compliance among Pediatric Amblyopia Patients.

PUB DATE- 83
NOTE- 24p.; This paper is based on "Determinants of Patient Compliance among Pediatric Amblyopia Patients," Ph.D. dissertation by Hans Wolff, Loyola University, 1983.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Childhood Attitudes; Children; Eyes; Medical Evaluation; Medical Services; Parent Attitudes; *Parent Child Relationship; *Parent Influence; Patients; *Pediatrics; Physician Patient Relationship; Success
IDENTIFIERS- *Amblyopia; *Compliance (Behavior)

Given the recent focus on patient responsibility for health status and improvement, it is important to understand the dynamics involved in patient compliance to treatment regimens. The determinants of patching compliance among 30 pediatric amblyopia patients and their parents were investigated by means of parent, patient, and physician questionnaires and interviews and by some objective observations made at subsequent appointments. The general categories of variables tested were features of the disease, features of the treatment regimen, parent-clinician interaction, parent-child characteristics, family characteristics, and appointment keeping. Appointment keeping, parent satisfaction, and weeks of previous patching appeared as the most significant variables in predicting patient compliance. They did not, however, completely explain the behavior. Features of the treatment not only helped determine compliance, but were determined by it as well.

Parent satisfaction and attitude toward the child were linked to improved compliance and are areas that can be manipulated to enhance compliance. But these two variables are also influenced by factors such as life-circumstances and sentiments which are not amenable to intervention. (TW)

ED 263 524 CS 008 194

McIntosh, Margaret E.
Enhancing Readers' Analysis-by-Synthesis Abilities.
PUB DATE- 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Reading Ability; *Reading Comprehension; *Reading Improvement; Reading Instruction; *Reading Processes; *Reading Rate; Reading Research; *Reading Skills; Reading Strategies; *Speed Reading

A variety of techniques for improving readers' analysis-by-synthesis abilities (rapid, efficient reading typical of highly skilled readers) are presented in this paper. The techniques discussed in the first part emphasize improving reading comprehension and include the following: (1) modifications of the cloze procedure (encouraging readers to use the words around a slot to give clues as to what word might fit into it); (2) sentence combining (having students merge two or more kernel sentences into one, more complex sentence); (3) sentence manipulation (having students unscramble sentences); (4) guided composition (allowing students to see the redundancy of written language and how it offers clues as to meaning); (5) story structure (using fairy tale structure as a basis); and (6) "advance organizers" (relating new, more difficult material to students' existing knowledge--before they begin reading). The remainder of the paper contains suggestions for improving reading speed, including using repetitive syntactic patterns and practice paragraphs. (EL)

ED 263 619 CS 209 460

Barton, Thomas L.
Textbook Selection.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Dec 79
NOTE- 3p.; SLATE (Support for the Learning and Teaching of English) Newsletter, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Censorship; Elementary Secondary Education; *Evaluation Criteria; Guidelines; *Textbook Evaluation; *Textbook Selection; *Textbook Standards

One of a series dealing with current issues affecting language arts instruction, this paper brings into focus some of the issues surrounding textbooks in the schools so that informed decisions can be made regarding textbook selection and use. The major portion of the paper explores professional opinions regarding textbooks, noting the following: (1) criteria for textbook purchases should be dependent on selection and adoption procedures as well as on the place of textbooks in the instructional program; (2) recognition of the need for local professional decisions has grown so that even states publishing an "approved text list" have broadened the numbers and kinds of people involved in constructing the list and typically include several titles from which schools may select the required text; (3) national, regional, state, and local professional organizations regularly offer sources of help to local governing boards, administrators, and teachers; and (4) the need for careful selection procedures is emphasized by the controversies that can develop around textbook content. The remainder of the paper lists guidelines for the selection and adoption of textbooks, and resources helpful to those selecting texts. (HOD)

ED 263 634 CS 505 094

Courtney, Richard
Rehearsing for Life: Teaching Drama Teachers.
PUB DATE- 4 Aug 85
NOTE- 26p.; Address presented at the Meeting of the Children's Theatre Association of America (Toronto, Ontario, Canada, August 4-7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acting; Curriculum Development; *Drama; Dramatics; Higher Education; Interpersonal Competence; *Teacher Education; *Teacher Education Curriculum; Theater Arts

Although the situations in which and for which drama teachers are trained vary widely, six principles can be applied to virtually all drama education programs. First, drama teacher education must be based upon the contexts in which the students will be teaching. Second, drama teacher education should be based upon the interpersonal skills both of the life process and of the drama process. Third, drama teachers in training must clearly understand and work with the kinds of knowledge that occur within dramatic action (the tacit) and the kinds that occur in discourse about dramatic action (the explicit). Fourth, the education of drama teachers should include training in the contemporary use of reason. Fifth, the education of drama teachers must focus on the practical knowledge they will require as teachers. Finally, teacher training in drama should respect the individual teacher's practical knowledge. In addition, drama education programs must be re-evaluated to include such features as more time and careful sequencing. Perhaps most importantly, a drama teacher must be a good teacher first. (DF)

ED 263 691 EA 018 099

Furst, Lyndon G.

Biblical Antecedents to Fiscal Equity: Policy Implications for Education.

PUB DATE- Apr 83
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-14, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancient History; *Biblical Literature; Christianity; *Educational Equity (Finance); Educational Philosophy; Educational Policy; Educational Principles; Elementary Secondary Education; Equal Education; Equalization Aid; Finance Reform; *Foundations of Education; Full State Funding; Government School Relationship; Judaism; *Religion
IDENTIFIERS- New Testament; Old Testament

Most arguments for fiscal equity in financing America's schools have been based on constitutional provisions and on the socio-political dogma that underlies a democratic society. This paper approaches the subject using as its theoretical basis a document even more basic to the founding of the republic than the Constitution--the Bible. Using the King James Version of the Bible as a data source, a conceptual analysis of both the Old and New Testaments is undertaken to indicate strong support for the concept of fiscal equity in the financial support of education in America. This Biblical support is not only for the general concept of equalization, but also for some of the current measures that have been suggested, and are in some cases being employed, to equalize wealth disparities within states. The two most common proposals for equalization in education, full state funding and district power equalizing, have conceptual support in the Bible. There is also a Biblical basis for recapture provisions that are currently not very popular on the political scene. (Author/TE)

ED 263 570   CS 209 376

Grade 12 Diploma Examination, English 30. Part A: Written Response.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 85
NOTE- 21p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Reader Response; Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items; *Writing (Composition); Writing Evaluation; *Writing Skills
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this test contains (1) general instructions, (2) two minor assignments consisting of literature readings about which the student must write a personal response, and (3) a major assignment requiring students to show how the authors they studied in senior high school English classes illustrate ideas through setting, character, and/or events. The booklet contains space for planning and drafting the compositions, as well as for writing the revised work. (EL)

ED 263 677 EA 018 072

Clear, Delbert K.; Box, John M.

Justiciable Performance Standards for Discharging Incompetent Teachers.

PUB DATE- 8 Dec 84
NOTE- 29p.; Paper presented at the Annual Meeting of the National Organization on Legal Problems of Education (30th, Williamsburg, VA, December 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Doctrine; *Court Litigation; Elementary Secondary Education; *Evaluation Criteria; *School Law; Standards; *Teacher Dismissal; Teacher Effectiveness; *Teacher Evaluation; Teaching Skills

This paper investigates the problem of developing judicially sound and workable standards for dismissing incompetent teachers. Numerous cases are cited to support the contention that there is a desperate need for stable standards of performance that will have the qualities necessary to withstand judicial scrutiny: (1) required teacher knowledge, competencies, and skills that are predetermined; (2) an evaluation system capable of detecting departure from the standards; and (3) knowledge of standards among all teachers and opportunity to correct shortcomings. Research into teaching effectiveness is currently developing comprehensive lists of behaviors from which effective teachers select teaching strategies at any given moment; this will lead to a list of comprehensive and legally defensible standards of teacher performance. An example of such a list is presented in a table which itemizes: (1) discrete behaviors; (2) basis for claim of performance validation; and (3) illustrative court decisions. This is followed by a review of cases that illustrate the various standards listed in the table. The review is divided into the following sections: instructional or pedagogical skills, use of subject matter, direct outcomes of teaching, interpersonal and organizational relationships, and self-renewal. The conclusion lists patterns that emerge from analyzing court reviews of teacher dismissals for incompetence. (TE)

ED 263 311 CE 042 709

de la Concha, Hector

Personality Plus. (Your Guide to Better Health and Personal Development).

PUB DATE- 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); *Adult Basic Education; *Daily Living Skills; Definitions; Eating Habits; Guidelines; Habit Formation; Health; *Hygiene; *Individual Development; Interpersonal Competence; Life Style; *Nutrition; *Personality Development; Relaxation Training; Self Care Skills; Self Evaluation (Individuals)

This manual is designed to acquaint individuals with basic principles of personal health, grooming, and personality development. Addressed in the individual chapters of the guide are the following topics: self-evaluation and completion of a personal inventory; proper diet and principles of maintaining a sound body; relaxation techniques; key words for survival; self-projection (grooming and health habits, ways of dressing, manner of speaking, speech recommendations, and the role of personal actions and deeds in self-projection); formulas for living; situations to avoid; and quotes to remember. A summary and evaluation form conclude the guide. Supplementary sections to the manual include information on vitamins, correct weights for proper health, proper introductions, common etiquette, and speech patterns to avoid. (MN)

ED 263 340 CE 042 802

Miller, Malvern L.
Management and Improvement of Special Vocational Programs. Final Report.
Old Dominion Univ. Research Foundation, Norfolk, Va.
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Vocational Education.
PUB DATE- Feb 85
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Educational Practices; *Inservice Teacher Education; Instructional Materials; Material Development; Postsecondary Education; Program Administration; Program Development; Program Improvement; Records (Forms); *Special Education; Standards; *Teacher Workshops; Teaching Methods; *Vocational Education; *Vocational Education Teachers

A project was conducted to provide inservice training for 100 teachers of specially designed vocational programs and to determine the best practices for program management and standards. Included among the major accomplishments of the project were the following: a review of literature on specially designed vocational programs and their management, formation of an advisory board, development of workshop forms for data collection, presentation of a 2-day workshop that was attended by 44 of the 100 vocational teachers originally invited, and assimilation of the conference proceedings for use in future inservice training. (Appendixes to this project report include a workshop agenda, bibliography, copies of the workshop forms, list of participants, workshop evaluation form complete with tallied responses, and balance sheet detailing project income and expenses.) (MN)

ED 263 341 CE 042 803

ED 263 355 CE 042 844

Danzberger, Jacqueline P.; Blank, Martin J.
Accredited Training for Work.
National Conference of State Legislatures, Washington, D.C.
SPONS. AGENCY- Department of Labor, Washington, D.C.
PUB DATE- Aug 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Disadvantaged; *Educational Certificates; *Employment Programs; Federal Legislation; Federal Programs; *Job Skills; *Job Training; Postsecondary Education; *Student Certification; Student Evaluation; *Work Experience; Youth Programs
IDENTIFIERS- *Job Training Partnership Act 1982

A credible system of assessment and formal documentation for Job Training Partnership Act (JTPA) clients' program experiences is needed to provide disadvantaged youth and adults with a method to present skills and abilities to employers. This system could certify skills and experience of dislocated workers to prospective new employers, assist employers in making hiring decisions, and help JTPA achieve credibility in the employer community. A documentation system should be portable, allow for different certification levels, serve information needs of educators for purposes of obtaining educational credit, incorporate basic education skills and pre-employment/work maturity competencies and occupational skill attainment, and be based on valid measures of on-the-job performance requirements. Several initiatives under the Comprehensive Employment and Training Act have set the stage for what is now occurring. Three strategical approaches are suggested as starting points to move toward a certification/credential mechanism in the employment and training system: build on the work now occurring within the JTPA system, devise a multifaceted assessment system with related documentation of achievement, and/or develop an employability profile for employment and training system participants. The final section suggests actions state legislators might undertake for beginning to work on the three strategical approaches. (YLB)

ED 263 455 CG 018 611

Roberts, Linda J.

Measures of Self-Help Group Quality: Observer and Participant Views.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.
PUB DATE- Aug 85
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- NIMH-MH-37390
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Evaluation Criteria; Evaluation Methods; Group Dynamics; *Observation; *Participant Satisfaction; *Program Effectiveness; Program Evaluation; Quality of Life; *Self Help Programs

Since objective data on the effectiveness of self-help groups are not available, participants' views of a program's value are instructive. A study was undertaken to contrast participants' (N=232) evaluations of their self-help meetings with independent observers' (N=11) evaluations and to describe the components of their respective views in terms of the actual behaviors occurring during the meetings. Data were collected in Illinois from 334 meetings of GROW, a self-help organization for individuals with a history of emotional or psychiatric problems, using the Self-Help Interaction Codes (SHIC), an observational coding system designed for the self-help context, and two rating measures. Principal components analyses for participants' and observers' rating measures yielded a single evaluation variable for participants, and two evaluation variables for observers. Multiple regression analyses were performed using the three evaluation variables as criterion variables and the SHIC behavioral occurrence variables as predictors. Results indicated that participants' positive evaluations of a self-help meeting were predicted by the relative absence of negative behaviors and the presence of supports, interpretations, and guidances. Observers' evaluations were divided into two components, meeting quality and positive meeting climate. Meeting quality was predicted by the relative absence of group process comments and the presence of the agree and personal disclosure codes. Meetings with low proportions of negative behaviors and personal questions and high proportions of supports and interpretations were rated by the observer as having a positive meeting climate. (Author/NRB)

ED 263 469 CG 018 625

Collins, Linda M.; Dent, Clyde W.

The Longitudinal Guttman Simplex: Applications to Health Behavior Data.

SPONS. AGENCY- National Inst. on Drug Abuse (DHEW/PHS), Rockville, Md.
PUB DATE- 24 Aug 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Data Analysis; Drug Abuse; Identification; *Longitudinal Studies; *Measurement Techniques; Reliability; Research Problems; Smoking
IDENTIFIERS- *Guttman Simplex Analysis; *Health Behavior; Longitudinal Guttman Simplex

Because health behavior is often concerned with dynamic constructs, a longitudinal approach to measurement is needed. The Longitudinal Guttman Simplex (LGS) is a measurement model developed especially for dynamic constructs exhibiting cumulative, unitary development measured longitudinally. Data from the Television Smoking Prevention Project, a large media-enhanced school-based smoking prevention study, were analyzed using the longitudinal Guttman scales. Subjects were seventh graders at the time of the first measurement. Other measurements were taken 3 months later and 1 and 2 years after the second measurement. Two data sets were created because of changes in the questionnaire. Data from seventh graders comprised Data Set 1 which contained items on smoking behavior and intentions asked at all four measurement times. Eighth graders provided data for Data Set 2 which contained two waves of data plus items on alcohol, marijuana, and smokeless tobacco use. A number of sets of items thought to form longitudinal Guttman scales were analyzed. The results demonstrated the importance of peer pressure in convincing adolescents to smoke. Other results suggest that experimentation with cigarettes and hard liquor occur at about the same time. The LGS scales could be used as dependent variables in multivariate analyses, and as a means of identifying adolescents who may be at high risk for drug abuse. The measurement scales used in the study are appended. (NRB)

ED 263 482 CG 018 639

Zellman, Gail L.

The Health Belief Model and Teenage Contraceptive Behavior: From Theory to Operation.

PUB DATE- 20 Sep 85
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). For related documents, see ED 256 970 and CG 018 656.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Contraception; *Intervention; Pregnancy; *Prevention

This report addresses the problem of sexually active teenagers who either do not use contraception or use it inconsistently. Psychological and cognitive barriers to contraception use are briefly reviewed and the development of a cognitively oriented intervention designed to modify beliefs inimical to contraceptive use is discussed. The selection of the Health Belief Model (HBM), a value-expectancy approach to explaining and predicting preventive health behaviors, as a tool for the intervention is described and four strengths of the HBM are presented. A discussion of key HBM concepts is given along with a review of some of the contraceptive literature relevant to the HBM. The design of the adolescent contraceptive behavior intervention is described and a chart is included which illustrates the adaptation of the HBM to the intervention. A four-step process for learning responsible sexual behavior is presented and the use of lectures and small groups in the intervention is described. It is recommended that field tests be conducted using a control group and a larger experimental group in order to evaluate the effectiveness of this intervention. (NRB)

ED 263 553 CS 209 272

McVitty, Walter

School Libraries: Look Them Up! Check Them Out! P.E.N. (Primary English Notes) 52.

Primary English Teaching Association, Rozelle (Australia).

PUB DATE- 85

NOTE- 7p.; Photographs may not reproduce well.

AVAILABLE FROM- Primary English Teaching Association, P.O. Box 167, Rozelle, New South Wales 2039, Australia ($0.75, Australian currency).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Elementary Education; Information Services; Learning Activities; Library Personnel; Library Planning; Library Role; *Library Skills; *Literature Appreciation; *Reading Interests; *School Libraries; Student Motivation; Teaching Methods

The teaching activities presented in this pamphlet focus on school libraries. The pamphlet begins with a description of the role of the school library. It then discusses the library as a resource center, the kinds of resources contained there (both print and nonprint materials), the function of the teacher-librarian, scheduling library activities, library and research skills, ways to develop a life-long love of books and reading, and establishing a classroom library. (EL)

ED 263 571 CS 209 377

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Readings Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 85
NOTE- 23p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Examination in English 30 in Alberta, Canada, this reading test (to be administered along with the questions booklet) contains 10 short reading selections taken from fiction, nonfiction, poetry, and drama, including the following: an excerpt from "Where Did You Go?" "Out." (Robert Paul Smith); "Lines on Young Lady's Photograph Album" (Philip Larkin); an excerpt from "Nicholas Nickleby" (Charles Dickens); "Snakeroot" (Gary Geddes); an excerpt from "Henry IV: Part 2" (William Shakespeare); an excerpt from "Bonjour, La, Bonjour: No.28 Trio" (Michel Tremblay); an excerpt from "In the Land of Dreamy Dreams" (Ellen Gilchrist); "War Preparers Anonymous" (Kurt Vonnegut); "How to Paint the Portrait of a Bird" (Jaques Prevert); and "Plastic World" (Ellen Goodman). (EL)

ED 263 590 CS 209 403

Sanders, Tobie R.; And Others
Why People Write: Ethnographies of Writing and Implications for Instruction.
PUB DATE- 3 Apr 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Partial funding provided by a grant from the Spencer Foundation.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- English Curriculum; *Ethnography; *Instructional Improvement; Literature Reviews; Writing (Composition); *Writing Instruction; *Writing Research
IDENTIFIERS- Audience Awareness

A review of the literature concerning ethnographic studies of writing reveals a number of reasons for the writing that people do. Some studies of writing in the schools found that what is considered "writing" is not really writing at all and that the majority of students consider the teacher to be their sole audience. Other studies examining writing within a cultural context--both within and outside the United States--to determine why people write discovered that writing serves a variety of purposes and audiences. A study conducted in Marion, Ohio, collected and organized preliminary information needed to design and carry out an ethnography of writing in a culturally diverse midwestern community. Participants were observed in community settings where writing naturally occurred and data from 91 instances of writing behavior were analyzed. Results of this descriptive study and of the literature review suggest instructional practices that can be adapted to all levels of students, including having students write for "authentic" reasons, for a variety of audiences, and within a wide range of activities and assignments. Ethnographic studies of writing are thus valuable for providing teachers with insights into the nature and function of writing and with ideas for creating writing curricula that offer students realistic opportunities for writing. (DF)

ED 263 605 CS 209 434

Shugert, Diane P., Ed.

Writing for Real Audiences.

Connecticut Council of Teachers of English.

PUB DATE- 83

NOTE- 113p.

AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59095-12, $3.75 member, $4.50 nonmember).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- *Audiences; Creative Writing; Expository Writing; Interdisciplinary Approach; Letters (Correspondence); *Teaching Methods; Technical Writing; Writing (Composition); Writing for Publication; Writing Improvement; *Writing Instruction; Writing Skills

IDENTIFIERS- *Audience Awareness

The focus of the articles in this journal issue is helping students write for real audiences. The document contains the following articles: "Real Audiences: The Only Kind We Write For" (Margaret Queenan); "A Literary Magazine for Middle Grades" (Anthony R. Angelo and Marie-Jeanne Laurent); "Rewarding Understanding and Warmth" (Peter M. Ashe); "Journalizing Journalism" (Carol J. Balvanz); "Biography Partners" (Dorothy Francis and Joan E. Shea); "Emit: A Class Project" (John Azrak); "Using Letter Writing in the Classroom" (Thomas Patrick Fitzgerald and Kathleen Witthoft Byrne); "Our Town" (J. P. Rhinesmith); "Student Publishing Opportunities" (Helen Clara Lee); "Interdisciplinary Writing in the Elementary School" (Katherine Jones Loheyde); "Teachers Are Real, Too" (Alan C. Purves); "Generating Excitement through Writing to a Favorite Author" (Anne B. Pfeiffer); "Increasing the Reality of Audiences in Classrooms" (Donald A. McAndrew); "Book Critics Apply Here!" (Barbara Leigh Laurain); "Letters Create Audience Awareness" (Michael J. Melerski); "Peer Conferencing to Teach Audience" (Kathryn Chesley); "Writing a Corporate Style Manual" (Stephen T. Moskey and Mark N. O'Brien); "Lou Grant Died for Our Sins" (James W. Penha); "Writing for Professional Journals: Preservice Training" (Philip M. Anderson); "A Pragmatic Approach to Advanced Composition" (John M. Roderick); "From Martians to Ice Cream: Students' Journal Writing Ideas" (Barbara Leonard Warren); "Organizing and Publishing a High School Literary Magazine" (Leta W. Marks); "Editing Tips for Real Audience Writing" (Ralph L. Corrigan, Jr.); "I Read It in the Local Paper" (Mary Ann Link); "Writing for Peers" (Mary Hills Kuck); and "Audiences for Student Poetry" (Barbara Meyers). This issue also includes 21 paperback reviews. (EL)

ED 263 649 CS 505 134

Gillespie, Patti P.
Theatre as Political Statement.

PUB DATE- 31 Mar 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiences; *Drama; *Dramatics; *High Schools; Influences; Political Attitudes
IDENTIFIERS- *International Thespian Society

To determine what the plays that high school theater groups produce teach audiences about politics, a study was conducted in which surveys of members of the International Thespian Society were examined and a list of the twenty plays most often produced since World War II was compiled. Analysis of the most popular plays reveals that they portray a world populated primarily by white, middle-aged, middle class Americans. American drama is the only drama represented. Only plays from the past are popular, and only successful Broadway plays or adaptations of popular novels or films are represented. Therefore, students, the audiences for these plays, might well conclude that the part of the world that truly matters is a Christian, white, middle-class, small-town world where free enterprise, self-fulfillment, and patriarchy are the accepted principles. Worst of all, students might feel that drama is trivial, with no connection to their own lives. Directors of high school productions must begin to select plays that not only provide entertainment but also stimulate students' interest and cause them to examine their lives and the world around them. (DF)

Macduff, Nancy; Long, James S.
Listening to Learners--A Key to Better Training.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the National Adult Education Conference (Milwaukee, WI, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; *Adult Learning; Adult Students; *Instructional Design; *Instructional Improvement; Participant Satisfaction; *Student Attitudes; *Workshops

A project identified strategies to improve the design of workshops. Seventeen workshops were offered in 1984 by one training team, Macduff Bunt Associates, a management training company. The workshops were conducted throughout the Pacific Northwest for business and industry, nonprofit volunteer organizations, and government agencies. Workshop feedback sheets were assembled from 382 workshop participants who rated workshops and offered comments on ways to improve workshops. Of 185 comments, 27 related to content. Most content comments related to the workshop's specificity, scope of coverage or discussion, and relevance to a given setting. Respondents identified process elements of the workshops with comments related to time, choice of activities, physical activities, level of interaction, and instruction. Participants' emphasis on time and choice of activity within the process dimension of the workshops and on specificity and relevance indicated they held clear expectations for the workshop and viewed each activity as an alternative use of their time to pursue those expectations. Adult learners indicated dislike for being rushed, late hours as not being conducive to learning, a need to discuss real life problems, a desire for less group interaction and more instructor guidance, and a need to "mix up" the audience more than once. (YLB)

ED 263 398 CE 042 918

Copland-Wood, Barbara A.

Older Commuter Students and the Collegiate Experience: Involved or Detached?

PUB DATE- Nov 85

NOTE- 21p.; Paper presented at the Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Students; *College Students; *Commuting Students; Higher Education; Nontraditional Students; Reentry Students; School Attitudes; Student Attitudes; *Student College Relationship; *Student Needs; *Student Participation; Undergraduate Students

IDENTIFIERS- Pennsylvania State University

A study was conducted at Pennsylvania State University to determine the degree of involvement in college life of commuter students aged 25 or older. A sample was drawn from a list of 1,449 students identified by the university as being 25 or older. From these names, 502 were selected as commuters (living more than five miles from campus) and received a survey form and cover letter. The questionnaire investigated the students' attitudes about the instructional environment, involvement through extracurricular activities, involvement through participation in cultural/entertainment events, and commuter needs. Of the 502 questionnaires, 174 usable surveys were returned. Respondents were about equally divided by sex; 73 percent were between the ages of 25 and 34, while 26 percent were between 35 and 54 years of age. Sixty percent of the sample were full-time students. The contention of Chickering and Astin's earlier studies--that commuter students are less involved, academically and socially, with the college campus--was supported by this study. Older commuter students were less likely to study on campus, were not involved extensively in on- or off-campus organizations, seldom attended campus or off-campus events and were divided about whether they felt a part of the student body. The majority felt detached, even isolated from the mainstream of the campus. However, one part of the study suggested that these students may be involved in a different sense--psychologically rather than physically. The study found that these older students need better parking facilities, more flexible scheduling, more lounges or quiet study areas, and improved communications. The survey instrument is appended. (KC)

ED 263 412 CE 042 948

Keys to Cooperative Education Programs. Volume II.

National Child Labor Committee, New York, N.Y.

SPONS. AGENCY- Atlantic Richfield Foundation, Los Angeles, CA.; Edna McConnell Clark Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- 84
NOTE- 327p.; For Volume I, see CE 042 947.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Community Support; *Cooperative Education; Educational Objectives; *Program Design; Program Development; *Program Evaluation; Program Implementation; Public Relations; Secondary Education; *Self Evaluation (Groups); Student Evaluation; Teacher Selection

This second volume of a two-volume manual provides a structure for the analysis of the design of cooperative education and the implementation of the design in terms of the 49 key elements of cooperative education. It is intended for use by persons responsible for cooperative education at state and local levels. Volume II is the heart of the manual. It contains an element description for each of the most important key elements. For each key element, all or some of these components are provided: definition, objective, discussion, example(s), hints and comments, evaluation, and other resources. Key elements described are: goals, policies, and objectives; program planning; public relations; community support for programs; selecting and training teacher/coordinators; preparing the student for work assignment; criteria for selecting work stations; recruiting employers; matching students and jobs; orienting employers and supervisors; relating in-school and on-the-job learning; improving the work site; evaluation of students' work performance by employers; use of work performance evaluation by the coordinator; dealing with employers' problems; and follow-up. (YLB)

ED 263 427 CE 042 975

Math on the Job. Meat Cutter.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 85

NOTE- 25p.; For the other booklets in this series, see CE 042 963-994.

GRANT- G008300003

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Career Awareness; Career Education; *Disabilities; Emotional Disturbances; Enrichment Activities; Food Service; *Food Stores; Learning Disabilities; *Mathematics Skills; *Meat; Mental Retardation; Occupational Information; Sales Workers; Secondary Education; Skill Development; Special Education; *Work Environment

IDENTIFIERS- *Meat Cutters

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of meat cutters and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a meat cutter with which the student is likely to be familiar. The next two sections deal with the work environment of the typical meat cutter and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by meat cutters are provided. Various suggestions are listed for students interested in further exploring the occupation of meat cutter. A glossary and answer sheet conclude the booklet. (MN)

Math on the Job. Receiving Clerk.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 26p.; For the other booklets in this series, see CE 042 963-994.
GRANT- G008300003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Career Awareness; Career Education; Clerical Occupations; *Disabilities; Emotional Disturbances; Learning Activities; Learning Disabilities; *Mathematics Skills; Mental Retardation; Secondary Education; Special Education; *Trade and Industrial Education; Vocabulary; *Work Environment
IDENTIFIERS- *Receiving Clerks

This booklet is intended to help mainstreamed mentally retarded, emotionally disturbed, or learning disabled high school students acquire a basic understanding of the responsibilities and working conditions of receiving clerks and to practice basic math skills necessary in the occupation. The first section provides a brief introduction to the occupation by focusing upon those job tasks of a receiving clerk with which the student is likely to be familiar. The next two sections deal with the work environment of the typical receiving clerk and the training, education, and experience needed for the occupation. Exercises addressing basic math skills used by receiving clerks are provided. Various suggestions are listed for students interested in further exploring the occupation of receiving clerk. A glossary and answer sheet conclude the booklet. (YLB)

ED 263 511 CG 018 668

Damron, Susan W.; Simpson, William R.

Substance Abuse and Schizophrenia: A Health Maintenance Perspective.

PUB DATE- Aug 85
NOTE- 13p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholism; *Drug Abuse; Drug Addiction; Drug Therapy; *Family Involvement; Psychotherapy; Rehabilitation; *Schizophrenia; *Self Help Programs; Stress Variables; *Veterans
IDENTIFIERS- *Compliance (Behavior)

Abuse of alcohol or other substances by schizophrenic patients seriously undermines effective treatment. To document the extent of substance abuse among schizophrenic patients hospitalized in one Veterans Administration Hospital, medical records of 100 patients were reviewed. The results revealed that 54 patients had recent substance abuse, with alcohol (N=47) and marijuana (N=25) being the most commonly abused substances. A significant relationship was found between age and substance choice with substances other than alcohol more often abused by patients younger than 40. Treatment for the abuse followed a dual-disease model, designed both to alter the substance abuse behavior and to comply with treatment for schizophrenia. Inpatient programming during acute psychiatric hospitalization was used to identify substance abuse and to engage the patient and family in the treatment process. Further treatment, after discharge from the hospital, was provided by residential recovery programs and outpatient followup. Supportive therapy, both group and individual, family and patient self-help groups, and medication management were used to maintain recovery. (ABB)

ED 263 539 CS 008 218

Ingham, Jennie
Books and Reading Development: The Bradford Book Flood Experiment. Second Edition.

REPORT NO.- ISBN-0-435-10451-9
PUB DATE- 82
NOTE- 279p.; Supported by the British National Bibliography Research Fund.
AVAILABLE FROM- Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($17.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- Elementary Education; Foreign Countries; Independent Reading; Middle Schools; Reading Ability; Reading Achievement; Reading Comprehension; *Reading Habits; *Reading Improvement; *Reading Interests; *Reading Material Selection; *Reading Research; Reading Skills; Recreational Reading; Student Motivation; *Supplementary Reading Materials
IDENTIFIERS- England (Bradford)

The Bradford Book Flood--an experiment in which large numbers of additional books were made available to middle school children in England to see whether easy access to books improved reading skills and developed a taste for reading--is detailed in this book. The first chapter discusses the purpose and methodology of the experiment, while the second provides details of the two inner city and two outer city schools involved. The third chapter describes the use of the reading record form to monitor reading habits; the fourth discusses the case studies of the children, including the sampling and methodology; and the fifth describes the similarities in home backgrounds, including upbringing and personalities, among the avid readers as a group and among the infrequent readers as a group. The last two chapters contain the results of the tests that indicate four main factors affecting whether children became infrequent or avid readers: (1) the roles of the head teacher and the teacher; (2) the way the books are arranged, displayed, and made accessible; (3) the influence of friends and families; and (4) sociological factors, such as size of family, interests, and living conditions. The appendixes contain testing data (including reading record forms), statistical data, and a list of favorite authors and titles. (EL)

ED 263 635 CS 505 098

Christenson, Peter G.
Children's Perceptions of Moral Themes in Television Drama.
PUB DATE- May 85
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; Childhood Attitudes; Children; *Cognitive Development; Cognitive Processes; Elementary Education; Grade 1; Grade 3; Grade 4; Grade 6; Kindergarten; *Moral Values; Programing (Broadcast); Television; *Television Viewing; *Value Judgment

To determine children's perceptions of underlying morals or messages in television drama, a study was conducted in which four early prime time situation comedies were selected for viewing by 15 children per program in kindergarten/first grade, 15 children per program in third/fourth grade, and 8 children per program at the sixth grade level. The children were removed from classrooms in groups of three or four and shown one of the four programs. After viewing the program, the children were taken to another room and interviewed. Almost none of the kindergartners and first graders was able to see a lesson that unified the content of the program, but almost 40% of the sixth graders could correctly identify a lesson. These results suggest that children's ability to identify a moral or lesson may depend on their comprehension of plot and require a higher level of cognitive development. (DF)

ED 263 664 EA 018 044

Forsyth, Patrick B.; Boshart, Donna
Leadership Style and Principal Communication: A Preliminary Investigation.
PUB DATE- 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Leadership Styles; *Organizational Communication; Organizational Effectiveness; *Principals; *Research Methodology; Teacher Administrator Relationship
IDENTIFIERS- Communication Satisfaction Survey; Fiedler Contingency Model of Leader Effectiveness; Kansas; Norton Communicator Style Measure

The need for further research was indicated by the results of a limited exploration of the concept that principal's communications with teachers mediate between the principal's leadership styles and the effectiveness of the organizations they head. Twenty-seven Kansas elementary principals of schools with student populations between 215 and 315 were asked to complete Fiedler's Least Perferred Co-worker scale to determine their leadership styles. Three principals were selected from each of the style groups identified: those who were relationship-oriented, those who were task-oriented, and those dominated by neither orientation. These principals then completed the Norton Communicator Style Measure. The teachers serving under the principals completed the Communication Satisfaction Survey. Tape recordings were made of the principals' oral communications with teachers. The relationship-oriented principals saw themselves as relaxed, open, and easy-going, but their teachers were dissatisfied and they communicated least of the three groups. The principals without dominant orientation communicated most frequently, particularly concerning issues of control, but teachers were not very satisfied. Task/oriented principals focused on instructions and on personal talk and left teachers more satisfied. The results suggested that leadership style is manifested in observable behavior, but were not intended to be conclusive. (PGD)

ED 263 707 EC 180 976

Healy, Alfred; And Others
Early Services for Children with Special Needs: Transactions for Family Support.
Iowa Univ., Iowa City. Univ. Hospital School.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 85
NOTE- 202p.; Developed by the Division of Developmental Disabilities.
GRANT- MCJ-193002
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Development; Curriculum Development; *Delivery Systems; *Disabilities; *High Risk Persons; Infants; *Intervention; Parent School Relationship; *Public Policy; *Services; Young Children

The book is intended to link knowledge and application in early intervention services for very young disabled and at-risk children. An introductory chapter analyzes major issues and sources of controversy in the field: family support and the nature of early intervention, parental empowerment and involvement, the science of early intervention, service organization, and training. Chapter 2 examines ways in which themes of early development should be incorporated into services for at-risk and disabled children. The next four chapters examine issues related to the following key topics: parent-professional interactions (parental decisionmaking, differing perceptions, communication skills); developmental programs (the assessment-intervention continuum, qualitative vs quantitative measures of efficacy, interdisciplinary function); social attitudes and social policy (relationship between research and policy formation, socioeconomic risk, need for advocacy); and service delivery and organizational considerations (preservice and inservice training, case management, decisionmaking processes). A final chapter lists action steps for early intervention programs in the areas of mission statements, practices and efficacy, parent-professional interaction, service organization, service promotion, staff training, parent-professional relations, service coordination, and program promotion. Appended material includes a categorized annotated bibliography on the topic. (CL)

ED 263 326 CE 042 780

Three-Year Longitudinal Follow-up Study of Wisconsin VTAE Graduates of 1980-81. Report of Data from Twelve VTAE Districts.

Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- 85
NOTE- 29p.; Several tables use small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Educational Attitudes; Education Work Relationship; *Employment Level; Followup Studies; Graduates; Graduate Surveys; *Outcomes of Education; Postsecondary Education; Program Effectiveness; Secondary Education; State Programs; *Technical Education; Two Year Colleges; *Vocational Education; *Vocational Followup
IDENTIFIERS- *Wisconsin Vocational Technical Adult Ed Districts

A three-year longitudinal followup mail survey of the 1980-81 graduates of 12 cooperating districts of the Wisconsin Vocational, Technical, and Adult Education (VTAE) was conducted beginning in the summer of 1984. The purpose of the survey was to determine and analyze changes in selected circumstances that may have occurred over the three-year period. The study found that although changes occurred in employment status for many persons, with few exceptions, there were only slight differences in total aggregate data between the six-month and the three-year survey. There was a noticeable increase in average monthly salaries over the three-year period. Some of the major conclusions were the following: (1) the percent of graduates in the labor force increased from 89 percent at the six-month survey to 93 percent at the three-year survey; (2) the number of graduates employed in fields related to training declined slightly over the three-year period from 83 percent to 78 percent, while the rate of those employed in unrelated fields increased correspondingly, (3) about a third of those unemployed in 1984 were also unemployed in 1981; (4) average monthly salaries increased by 20 to 40 percent over the three-year period; (5) 40 percent of the respondents had taken additional career-related courses, and 13 percent had obtained another educational degree or diploma or certification in business or industry; (6) the former graduates had averaged almost two jobs and one promotion over the three-year period; and (7) most of the graduates thought that vocational-technical education was important to their beginning careers and would recommend it to their friends. (The report contains numerous tables of statistics gathered during the survey.) (KC)

ED 263 497 CG 018 654

Schaie, K. Warner; Willis, Sherry L.

Differential Ability Decline and Its Remediation in Late Adulthood.

SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Aug 85
NOTE- 27p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
GRANT- AG-03544; AG-04770
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Development; Age Differences; *Aging (Individuals); *Cognitive Restructuring; *Induction; *Intellectual Development; Longitudinal Studies; Middle Aged Adults; *Older Adults; *Spatial Ability; Verbal Ability

A major issue concerning adult intellectual development is whether intellectual decline in late adulthood is uniform or ability-specific. Differential patterns of ability decline were analyzed by comparing data on longitudinal age change over the age range from 53 to 81 years from two successive 14-year periods (1956-1970 and 1970-1984). The abilities considered were Verbal Meaning, Spatial Orientation, Inductive Reasoning, Number Skills, and Word Fluency. Subjects (N=229) for whom data were available over the 1970-1984 period were administered a battery of tests and were assigned to five sessions of cognitive training on one target ability (Inductive Reasoning or Spatial Orientation) and practice on the remaining abilities. Two weeks after training, subjects were re-administered the test battery. The data replicated earlier findings that significant age decrement does not begin until age 60. Patterns of decline differed in level by cohort and, for Word Fluency, also in rate of decline. Practice reversed average performance drops from age 53 to 67 on all abilities except Number, and reversed performance drops from age 60 to 74 on Verbal Meaning, Spatial Orientation, and Word Fluency. Cognitive training further reversed the drop on Inductive Reasoning from age 60 to 74, and reversed the drop on Spatial Orientation and Inductive Reasoning from age 67 to 81. (Author/NRB)

ED 263 525 CS 008 195

John, Martha Tyler
Begin at the Beginning.
PUB DATE- Sep 85
NOTE- 16p.; Paper presented at the Annual Meeting of the National Reading and Language Arts Educators' Conference (2nd, Kansas City, MO, September 27-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Cognitive Development; *Illustrations; Interpretive Skills; Language Skills; *Reading Research; *Visual Learning; Visual Literacy; Visual Measures; *Visual Perception
IDENTIFIERS- *Picture Interpretation

Because understanding pictures is a significant aid to readers, this paper explores research on picture interpretation. The paper describes the complexity of the process and states that the ability to interpret pictures seems to proceed from the simple to the complex: from concrete experiences with pictures to the abstract interpretation of in-depth clues. It also discusses the abstract concepts necessary for interpreting pictures (depth perception, perspective, the horizon line, and three dimensionality), and explains how picture interpretation is developed from the exposure to different types of pictures, beginning with simple, direct, clear pictures and progressing to more complex ones that include depth clues, aerial views, and cartoons. The paper lists guidelines for presenting pictures to children and points out that children allowed to draw or paint pictures learn to translate their own and other people's efforts. The paper concludes with ways teachers can help children understand pictures, and explains how a discussion of a drawing can reinforce the child's interest in art, picture interpretation, and English use all at one time. (EL)

ED 263 554 CS 209 343

Villanueva, Victor

The Basic Writer as Reluctant Oralist.

PUB DATE- 23 Mar 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (36th, Minneapolis, MN, March 21-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Processes; Cognitive Style; Learning Strategies; Low Achievement; Minority Groups; *Nonstandard Dialects; *Oral Language; Standard Spoken Usage; Verbal Communication; Writing Difficulties; Writing Processes; *Writing Skills; *Written Language

By identifying speculations concerning cognitive abilities and cognition's relation to culture, this paper outlines some of the work surrounding basic writers and speaking-writing relationships. Beginning with a discussion of the differences between speaking and writing popularized by Mina Shaughnessy, the paper goes on to examine studies that attempt to determine the extent to which speaking interferes with effective writing. The paper explores two hypotheses: (1) the cognitive disadvantage theory, which concludes that since basic writers have difficulty with the kinds of analyses, syntheses, abstractions, and "decentering" needed for college work, they must be at a lesser developmental stage than their more able peers; and (2) the oral cultural hypothesis advocated by Thomas Farrell, which indicates that American blacks are unable to reach the highest levels in Piaget's cognitive scheme because their language relies on narrative and coordinate, rather than logical and subordinate, syntactic structures. The paper recommends comparing the processes of the skilled and less skilled writers, rather than comparing dialects, races, or ethnic minorities with the supposed majority. It concludes that though we do students a disservice by advising that they write like they talk, we also do a disservice by insisting on radical difference. (EL)

ED 263 620 CS 209 461

Chall, Jeanne S.
Readability: Conceptions and Misconceptions.
National Council of Teachers of English, Urbana, Ill.
PUB DATE- Aug 81
NOTE- 4p.; SLATE (Support for the Learning and Teaching of English) Starter Sheet, a publication of the NCTE/SLATE Steering Committee on Social and Political Concerns.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Content Analysis; Difficulty Level; Educational Trends; Elementary Secondary Education; *Evaluation Criteria; Measurement Techniques; *Readability; *Readability Formulas; *Reading Comprehension; Reading Materials; *Textbook Evaluation

One of a series dealing with current issues affecting language arts instruction, this paper focuses on the conceptions and misconceptions of readability. The paper begins by noting that over the years, researchers in readability have had two major goals: to determine what makes written materials easy or difficult to read and comprehend, and to effect an optimal match between readers and texts. This is followed by a discussion of some of the factors, such as sentence length and vocabulary, that make texts easy or hard to read and understand. The various applications of readability formulas are then examined, with some discussion given to the misconceptions of their use. The paper concludes by noting that scores from readability formulas are no more substitutes for judgment than are scores from reading tests: in both cases, interpretation on the basis of particular conditions is required. (HOD)

ED 263 678 EA 018 073

de Jung, John; Duckworth, Kenneth

New Study Looks at High School Absenteeism.

Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 9p.
AVAILABLE FROM- Publication Sales, Center for Educational Policy and Management, University of Oregon, Eugene, OR 97403 ($.35 per copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Attendance; *Dropout Characteristics; Grade Point Average; High Schools; *High School Students; Longitudinal Studies; *Record Keeping; Student Characteristics; *Student School Relationship; Urban Schools

The sample for this 2-year study of student absenteeism consisted of 6 comprehensive high schools, 3 from each of 2 urban school districts with 1,000 to 1,600 students and 60 to 70 full-time teachers. Highlights of the first-year findings summarized in this journal are based on the responses of nearly 8,000 students and 350 teachers. Attendance records are neither accurate nor consistent from school to school. Almost a third of the students missed an average of at least one class per day; nearly all students missed some of their classes two to three times more often than other classes. Students named social sciences, English, and math as subjects they cut the most. Penalties seemed to be a poor deterrent; having to make up classwork was the most powerful deterrent. Compared to low-absence students, high-absence students accounted for 84 percent of all grade point averages below 1.5; and 85 percent said they would be satisfied with a C or D grade, compared to 50 percent of the students with fewer absences who said the same. Absences by students in classes they failed were double the overall school rate; they were triple the school rate for those students who failed more than one class. To control chronic absenteeism and prevent more students from dropping out, administrators should improve school curriculum, instructional techniques, and attendance policies. (MLF)

ED 263 692   EA 018 118

Gipson, Joella

Annotated Bibliography on School Finance: Policy and Political Issues; Federal Government; State Issues; Non-Public Schools; Accountability.

PUB DATE- 31 Oct 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Accountability; Annotated Bibliographies; *Educational Finance; Elementary Secondary Education; *Federal Government; Government School Relationship; Periodicals; *Politics of Education; *Private Schools; *State School District Relationship

Limited to periodical literature, this annotated bibliography on school finance contains 81 references grouped in 5 categories: (1) policy and politica issues, (2) federal government, (3) state issues, (4) aid to nonpublic schools, and (5) accountability. Following the bibliographic citations, annotations range from 4 to 15 lines and conclude by listing the number of references included in the article. The earliest citation noted is from 1972. Articles from "Phi Delta Kappan" are frequently cited; for example, of the 26 articles cited in the first category--policy and political issues--16 are from "Phi Delta Kappan." Among other periodicals frequently cited are: "The American School Board Journal," "Today's Education," "National Association of Secondary School Principals Bulletin," and "Educational Leadership." (MLF)

ED 263 312 CE 042 716

Bell, James D.; Kerr, Deborah

Program in Business Communication at the University of Texas at Austin. A Pre-Test-Post-Test and Experimental-Control Group Analysis of the Personnel Department's Training.

PUB DATE- Oct 85

NOTE- 22p.; Paper presented at the International Convention of the Association for Business Communication (Chicago, IL, October 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; *Business Communication; Control Groups; *Cost Effectiveness; Educational Research; Experimental Groups; *Participant Satisfaction; Postsecondary Education; Pretests Posttests; Program Effectiveness; *Program Evaluation; *Skill Development; Staff Development; Student Evaluation; *Transfer of Training

A study used pretests/posttests and experimental/control groups to evaluate four business communication skills (BCS) programs conducted with employees at the University of Texas at Austin. Of 91 BCS participants, 86 were women and ages for all participants ranged from 20 to 61 years. Del Gaizo's four levels of evaluation (happiness index, learning index, practical application index, and bottom line index) were used as the basis for evaluating the program. Evaluation results indicated employees like the course. Analysis of pretest/posttest writing assignments, two in-class presentations, and case study dictation indicated that writing on job-related tasks improved significantly, oral communication skills improved 20 percent, and dictation skills improved. A posttest control group design was used to assess use of newly learned skills on the job. Results showed a significant difference in job responsibilities and jobs between those who participated in BCS courses and those who did not. Measurement of bottom-line effectiveness compared effects in efficient use of time, increased revisions completed, increased responsibilities, and improved relationships with supervisors. Improvements were found in all areas. (YLB)

Heavy Duty Truck and Bus Mechanics Instructional Materials Acquisition Project Continuation. Final Report from November 10, 1983 to October 31, 1984.

Pinellas County School Board, Clearwater, Fla.

SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

PUB DATE- 84

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Auto Mechanics; Comparative Analysis; Field Tests; Instructional Material Evaluation; *Instructional Materials; *Material Development; *Mechanics (Process); Media Adaptation; Secondary Education; Service Vehicles; State Standards; *Statewide Planning; *Trade and Industrial Education

IDENTIFIERS- *Florida

A project was undertaken to evaluate and revise Florida's existing instructional materials for use in courses in heavy duty truck and bus mechanics. The tasks addressed in the currently available student guides were compared to the state program standards. After identifying tasks that were implied in the state standards but not covered in the guides, project staff revised the student modules. These and other untested modules were then field-tested and revised a second time. Strategies for disseminating the new materials were developed. (Appendixes to this report include the Vocational Instructional Materials Acquisition System VIMAS model, program standards, evaluation forms used in the field test, a student learning guide format, an annotation review form, and a program task listing.) (MN)

ED 263 483　　　　　　　　　　　　CG 018 640

Culbertson, Frances M.
Voices in International School Psychology: Interviews in Honor of Calvin D. Catterall.
PUB DATE- 85
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; International Organizations; *Professional Education; School Counseling; *School Psychologists
IDENTIFIERS- England; France; Israel; Scotland

Following a brief memorial message and a dedicatory tribute to Calvin D. Catterall, a leader in the field of school psychology, this volume provides a description of the origins of the International School Psychology Association and interviews with five school psychologists: Bram Norwich, University of London, England; Tony Cline, London, England; Ian McEwen, Dumphries, Scotland; Rosine DeBray, University of Paris, France; and Jean Claude Guillemard, Dourdan, France. A monologue on the developmental training of psychologists by Kalman Benyamini, Hebrew University, Jerusalem, Israel, is also included. The six psychologists discuss their own backgrounds and training in school psychology, their practices at present, and the requirements of training programs in psychology in their countries and institutions. Collectively the interviews and the monologue provide an overview of the field of school psychology from an international perspective and illustrate the training practices and employment opportunities for school psychologists in different countries. (NRB)

ED 263 572 CS 209 378

Grade 12 Diploma Examination, English 30. Part B: Reading (Multiple Choice). Questions Booklet.

Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 85
NOTE- 23p.; For related documents, see CS 209 375-387.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Achievement Tests; Educational Assessment; English Instruction; Foreign Countries; Grade 12; High Schools; *Literature Appreciation; Multiple Choice Tests; Reader Response; *Reading Comprehension; *Reading Skills; Reading Tests; Student Evaluation; Test Items
IDENTIFIERS- Alberta

Intended for students taking the Grade 12 Diploma Examination in English 30 in Alberta, Canada, this reading test contains 80 multiple choice test items based on the ten readings in the readings booklet. The questions examine the student's skills in (1) understanding meanings, (2) understanding and interpreting the relationships between form and content, and (3) understanding and interpreting human experience and values as expressed through literature. (EL)

ED 263 591 CS 209 406

Malek, Joyce

Encouraging, Building On, and Integrating Oral Communication Skills: Practical Techniques.

PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Minnesota Council of Teachers of English (26th, Brainerd, MN, April 19-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; *Conferences; *Discussion (Teaching Technique); English Instruction; Higher Education; *Learning Activities; Secondary Education; *Speech Communication; *Speech Skills; Teaching Methods; Writing Improvement; Writing Instruction; *Writing Skills
IDENTIFIERS- *Journal Writing

Three classroom activities that can help students become better writers by building on skills they already have as well as by providing them with necessary strategies are conferences, journals, and class discussions. Conference groups--made up of three to five students discussing rough drafts of each other's written work and recorded by tape or notetaking--allow students to use their oral communication skills to become better critical readers and writers. Student journals--written records of experiences both in and out of class--allow students to explore ideas, observations, conversations, and issues drawn from oral experiences and serve as the basis for additional written assignments. Class discussions--drawn from newspaper articles, books, song lyrics, or any issue introduced in class--can serve as a stimulus for written composition by providing information and generating interest in a topic. These three methods allow students to use oral communication skills as a way of responding to and analyzing written work, generating ideas for writing, and exploring issues and topics. (EL)

ED 263 650 CS 505 135

Friedrich, Gustav W.
Renewing the Commitment to Scholarship.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Communication Research; *Department Heads; Departments; Educational Cooperation; Educational Improvement; Faculty Development; Higher Education; *Professional Development; *Scholarship; *Speech Communication; Teacher Administrator Relationship; Teacher Attitudes; *Teacher Improvement

The speech communication department chair's most important function involves creating a healthy departmental climate for professional growth and development. While the department chair must be able to recognize and accept the fact that some faculty members cannot or will not improve their performance, there are still four principles he or she can observe in an effort to renew faculty commitment to scholarship. First, set realistic expectations of scholarship, or rather, define scholarship broadly enough so that all contributions to knowledge--including those that describe educational strategies and techniques--are encouraged. Second, make the initiative a departmental one. The goals of an effort to renew commitment to scholarship must be seen as set by the faculty members since their participation and acceptance are a necessary foundation for effective implementation. To this end, a departmental committee on research, appointed by the chair, can not only aid in setting and clarifying departmental goals, but also provide faculty leadership in locating and organizing resources for the achievement of those goals. Third, think big, but start where the chances for success are high. Initial efforts might focus on a small group of motivated volunteers, with changes kept to a minimum to avoid resistance. Fourth, provide options and be flexible. No single approach is suitable for all faculty members and the identification of a variety of approaches enables faculty members to choose the ones best suited to their style and needs. Approaches might include participation on a research team, exchanges and sabbaticals, and participation in local, regional, or national conferences. (HTH)

ED 263 708 EC 180 978

Goldin-Meadow, Susan; Mylander, Carolyn
The Development of Morphology without a Conventional Language Model.
PUB DATE- 84
NOTE- 19p.; In: CLS20. Papers from the Regional Meeting of the Chicago Linguistic Society (20th, 1984), edited by Joseph Drogo, et al. p.121-135. Small print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Deafness; *Language Acquisition; *Morphemes; *Morphology (Languages); *Sign Language; Young Children

The study examined whether deaf children's gesture systems are structured at the morpheme level of analysis. A 3-year-old deaf child from the authors' previous study was selected and all of his characterizing signs produced during a 2-hour naturalistic play session in his home were videotaped. Each sign was coded in terms of its handshape, motion, and place of articulation. Analysis revealed that his signs could be described in terms of handshape form/measuring categories and motion form/meaning categories. His signs were composed of a limited and discrete set of 10 hand and 9 motion forms each of which was consistently associated with a distinct meaning and recurred across lexical items. Further analysis suggested that he used discrete forms to represent objects, actions, and traits in his world despite the fact that one can manually represent movements and shapes in a continuous fashion. His signs also appeared to be organized in relation to one another, as opposed to being organized only in relation to the objects they represent. (CL)

ED 263 723 EC 180 994

Robinson, Richard D.; Fehrle, Carl C.
The Gifted Child and the Classroom Reading Program.
Missouri Univ., Columbia. Extension Div.
REPORT NO.- UED75
PUB DATE- 84
NOTE- 20p.; A publication of the Program of Continuing Professional Education.
AVAILABLE FROM- Extension Publications, 222 South 5th St., University of Missouri, Columbia, MO 65211 ($1.50 each, 10% discount for 10 or more).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Education; *Gifted; Program Development; *Reading Instruction; Reading Materials; *Reading Programs; *Reading Skills

The booklet examines a special program for gifted readers in the elementary classrooms. Following a brief review of the gifted population and typical characteristics of the gifted child, the booklet addresses such program planning aspects as decisions regarding special vs. regular class placement. Program development issues include decisions regarding time factors, reading materials, special resources, local school policy, and teacher attitudes. Guidelines for teachers in developing a reading curriculum suggest the importance of individualization, flexible reading assignments, self-directed learning and guidance in critical and creative reading skills. The booklet concludes with a list of suggested reading activities, such as incorporating other areas of language into the reading program, allowing time for independent reading, and providing a wide variety of reading materials. (CL)

ED 263 739 EC 181 727

Recommended Guidelines for Dealing with AIDS in the Schools. and NEA Communications News. Statement regarding NEA Guidelines.

National Education Association, Washington, D.C.

PUB DATE- 9 Oct 85

NOTE- 8p.

AVAILABLE FROM- National Education Association, 1201 16th St., N.W., Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Communicable Diseases; *Disease Control; Elementary Secondary Education; Higher Education; *School Policy; *Special Health Problems

IDENTIFIERS- *Acquired Immune Deficiency Syndrome; National Education Association

This document consists of the guidelines of the National Education Association, for use in school districts, colleges, and universities, and of a statement concerning them. The guidelines address such issues as (1) whether students or school employees who have or could transmit Acquired Immune Deficiency Syndrome (AIDS) should be permitted to remain in the school setting, (2) whether a school employer should be able to require a student or school employee to be tested for AIDS; (3) whether a school employee should be required to teach or provide other personal contact services to an AIDS infected student and (4) whether information about the condition of an AIDS infected student or school employee should be made available to others. The guidelines are consistent with recommendations made by the Federal Center for Disease Control. Specifically, the guidelines do not advocate the categorical admission or exclusion of AIDS infected students, but provide rather for this determination to be made on a case-by-case basis by a team consisting of public health personnel, the student's physician and parents, and appropriate school personnel. A similar case-by-case determination is recommended with regard to the continued employment of school employees who have or could transmit AIDS. The guidelines also seek to protect the legitimate privacy rights of students and school employees. The guidelines require that excluded students be afforded an adequate alternative education. (DB)

ED 263 755 FL 015 362

Johnston, Amy
PETCO: An American Workplace Simulation.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- *Adult Vocational Education; *Cross Cultural Training; Employee Responsibility; Employer Employee Relationship; *English for Special Purposes; *Experiential Learning; Foreign Countries; Job Training; Limited English Speaking; Program Descriptions; *Refugees; *Simulated Environment; Teaching Methods; Vietnamese People; Vocational Adjustment; Work Environment

PETCO is a simulated corporation used as a teaching tool in the pre-employment training program at the Galang Refugee Processing Center in Indonesia. The refugees in the program are in low-level classes. The use of the simulation allows the staff to present hands-on, task-based learning techniques to address four major concerns of refugees entering the American work force: workplace rules, time, payroll, and workplace behavior. PETCO has been integrated into the larger pre-employment training program, and has been found to be successful. (MSE)

ED 263 770 FL 015 391

Johns, Ann M.

The New Authenticity and the Preparation of Commercial Reading Texts for Lower-Level ESP Students.

PUB DATE- 85
NOTE- 6p.; In: CATESOL Occasional Papers, Number 11 p103-07 Fall 1985. (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p103-07.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English for Special Purposes; Introductory Courses; Literature Reviews; *Material Development; Primary Sources; Reading Instruction; *Reading Materials; Relevance (Education); Second Language Instruction; *Teacher Developed Materials; *Textbook Preparation

Simplification of reading materials for lower-level English for special purposes (ESP) instruction may make texts comprehensible, but it may not make them much different from texts written 50 years ago. What will make them different is their authenticity, an approach characteristic of ESP, even at the lowest levels. However, authenticity is often confused with relevance. The "new authenticity" assumes that the authenticity of the situation in which a text is written is not as important for teaching as other text qualities, such as its ability to activate learning strategies during the course and to encourage learning beyond the course of instruction. Simplified texts can be written with the new authenticity if both rhetorical and linguistic features are considered, thereby maintaining the character of the unmodified text at several levels. Much of the learning strategy activation may be achieved by the teachers as they move through the text, demonstrating through mid-reading activities how readers interact with text and overcome the confusion that often results from overexposure to new material. Motivation, which is central to all learning, can be increased by the use of topics that activate students' prior content knowledge or that increase students' interest in a particular subject. The new authenticity will be important to the advancement of ESP. (MSE)

ED 263 785 FL 015 407

Perkins, Kyle; And Others
Using Oral and Written Language Responses from Two Language Inventories and Data from a Non-Verbal IQ Test to Predict ESL Reading Performance.
PUB DATE- 84
NOTE- 20p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Comparative Analysis; *English (Second Language); Intelligence Tests; *Language Skills; Oral Language; *Predictor Variables; *Reading Comprehension; Second Language Learning; *Test Use; Written Language

A study of predictors of reading comprehension in English as a second language had as subjects 33 adult students in full-time intensive English classes at the intermediate and advanced levels of reading. Each was tested with an oral and a written language inventory, and each response was recorded as syntagmatic or paradigmatic. Other tests included a standard nonverbal intelligence measure, a cloze test with 100 blanks, and a reading comprehension test containing 40 questions based on seven passages from various sources. The items in the reading test assessed word meaning in isolation and in context, inference, key points of the passage, and evaluation. The results suggest that a language-free intelligence measure is a better predictor of scores achieved on a cloze test and a reading comprehension test than responses to oral and written language inventories for an adult second-language subject pool. It is suggested that the responses to the language inventories are not as consistent and homogeneous as the intelligence test data because these intensive English students have not yet completed the syntagmatic-paradigmatic shift in English that usually occurs in native English speakers between the ages of 5 and 7 years. The oral and written language inventories and 17 tables are appended. (MSE)

Bennett, John B., Ed.; Peltason, J. W., Ed.
Contemporary Issues in Higher Education. Self-Regulation and the Ethical Roles of the Academy.
American Council on Education, Washington, D.C.
REPORT NO.- ISBN-0-02-902660-1
PUB DATE- 85
NOTE- 266p.
AVAILABLE FROM- Macmillan Publishing Company, 866 Third Avenue, New York, NY 10022.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Accountability; Accreditation (Institutions); Athletics; Basic Skills; Codes of Ethics; *Educational Quality; *Higher Education; Institutional Advancement; Political Influences; Private Colleges; Professional Associations; *Professional Education; Research Problems; School Business Relationship; *Self Evaluation (Groups); State Colleges; Undergraduate Study
IDENTIFIERS- *College Athletics; Council on Postsecondary Accreditation; Public Colleges; *Self Regulation

Self-regulation within higher education is discussed in 10 chapters. Topics include: self-regulation and institutional relations, academic inquiry and integrity, the American Council on Education's Office on Self-Regulation Initiatives, the relationship between the public and private educational sectors, equity and quality issues, and the accreditation process. Titles and authors are as follows: "Self-Regulation within Postsecondary Education" (John B. Bennett, Elaine H. El-Khawas, Robert M. O'Neil); "'Thy Firmness Makes My Circle Just': Professional Schools in the University" (Timothy S. Healy); "Institutional Advancement and Funding" (Frank H. T. Rhodes); "Equity and Quality in College Education: An Essential American Priority" (Robert H. McCabe); "The Politics of Accreditation and the Role of COPA (Council on Postsecondary Accreditation) in Self-Regulation" (C. Grier Davis, Jr., Robert H. Strotz); "Intercollegiate Athletics" (Derek Bok); "The Nature and Integrity of the Undergraduate Degree" (Jerry W. Miller); "Potential Conflict of Interest Issues in Relationships between Academia and Industry" (Elisabeth A. Zinser); "Self-Regulation of the Use of Human and Animal Subjects in Academic Inquiry" (Karl J. Hittelman, Erica J. Heath); and "The Role of the Academy in a Nuclear Age" (Theodore M. Hesburgh). (SW)

ED 263 813 HE 018 855

Ingram, Richard T.
Executive Committee. AGB Standing Committee Series.
Association of Governing Boards of Universities and Colleges, Washington, D.C.

PUB DATE- 85
NOTE- 23p.; This publication was made possible in part by a grant from the Frost Foundation.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *College Administration; College Planning; *Committees; *Decision Making; Governance; *Governing Boards; Higher Education; *Leadership Responsibility; *Trustees
IDENTIFIERS- *Executive Committees

The structure and functions of the college executive committee are discussed. This committee is pivotal to the effective functioning of the board and to the support of the chairperson and the chief executive in their leadership roles. The committee can act on its own provided it does not assume powers specifically reserved for the board. The committee's structure should be guided by four rules: the committee should have a membership of about one-third the size of the governing board; the committee should be composed of the board's officers and the standing committee chairpersons; the board chairperson should chair the executive committee; and the committee should not meet more often than the board does on an annual basis. The committee's agenda consists of: matters that cannot wait for a scheduled board meeting; matters referred to the committee by the board for study/resolution; issues generated by the committee itself; and routine or relatively inconsequential matters. Committee responsibilities are to: ensure that the board fulfills its responsibilities; serve as a sounding board for the chief executive officer and administration; help oversee the college planning process and progress toward goals; monitor the chief executive's performance and morale, health, and compensation; and act on behalf of the full board in emergencies. (SW)

ED 263 827 HE 018 871

Moses, Ingrid
Regular Reviews of Faculty Performance: Faculty Views.
PUB DATE- Oct 84
NOTE- 21p.; Paper presented at the Evaluation Network-Evaluation Research Society Conference, "Evaluation '84," (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Faculty; *Evaluation Criteria; Faculty College Relationship; *Faculty Evaluation; *Foreign Countries; Higher Education; *Personnel Policy; Public Policy; Research Skills; State Colleges; *Teacher Attitudes; Teacher Effectiveness; Teacher Responsibility; Tenure
IDENTIFIERS- *Australia

Faculty attitudes concerning the Australian government's proposal for periodic reviews of faculty performance were determined through interviews in 1983. The Australian Senate's report on tenure of academic staff recommended that all staff be regularly reviewed on their performance in teaching, research, and service. A sample of 104 University of Queensland faculty were interviewed to elicit their attitudes toward evaluation, staff development, and promotion. The sample ranged in age from 21 to 63: 12 were over 51 years old, while 43 were 35 years or younger. About half were lecturers, a quarter were senior lecturers, and 15 were professors or associate professors. A majority of the sample favored regular reviews, since reviews provide a way to identify and inform staff about their performance, as well as to make them accountable for their professional actions. Respondents also indicated likely positive and negative effects of regular compulsory evaluations on individuals and departments, as well as conditions that favor the acceptance of reviews, such as: clearly stating the purposes of the review and what will be evaluated, identifying the evaluators and how the review will be conducted, and following certain principles in using the results of the reviews. (SW)

ED 263 841 HE 018 890

Smith, Alan D.
Computer-Generated, Three-Dimensional Models of Student Flow Characteristics in Kentucky: A Case Study.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Non-Print Media (100) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Freshmen; *Computer Graphics; *Enrollment Trends; *Graphs; Higher Education; *Models
IDENTIFIERS- *Eastern Kentucky University; *Student Flow Models

The use of computer graphic techniques with basic student enrollment statistics is examined to promote understanding of changes in student flow as a function of spatial distribution. Basic initial student enrollment data that serve as input into predictive flow models were modeled at Eastern Kentucky University. The following commercially available software packages were used: SYMAP, a line-printer mapping software, and three-dimensional plotting routines, QUSMO, QUSMO2, QUTAB, and QUCRS. Data on first-time freshmen entering the university from 117 Kentucky counties for 1979-1982 were examined. The three counties with the highest enrollments were not included to avoid skewing the student flow model. Four graphical displays of the student flow statistics are provided that portray: the spatial distribution of first enrolled, 1979 freshmen to Eastern Kentucky University; similar data for 1980 freshmen; 1981 enrollment statistics; and a three-dimensional model of 1982 student flows. (SW)

ED 263 855 HE 018 906

Hansen, W. Lee.; And Others
The Implications of Redefining Independent Student Status. Program Report 85-10.
Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 37p.; For related documents, see HE 018 904-910.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Age; Change Strategies; *College Students; *Definitions; Dependents; *Eligibility; Evaluation Criteria; Higher Education; *Need Analysis (Student Financial Aid); *Self Supporting Students
IDENTIFIERS- American Council on Education; College Board

The impact of changing the definition of independent student status on demand for student financial aid funds is assessed. The current definition of independent students is based on: the amount of money received from parents, living separate from parents, and not being claimed as a dependent on the parents' federal income tax form. Two proposals that include an age criterion have been offered by the American Council on Education (ACE) and The College Board (CB). The effects of new definitions of independent students are investigated using 1982-1983 data from California's Student Expenses and Resources Survey and national data on the average dollar amounts of student financial aid awards. Attention is directed to: the impact of defining all students age 22 and above as independent; additional ACE criteria for students under age 22; CB criteria for defining who is independent in the age 22-25 group; and the CB stipulation of classifying all students age 26 and over as independent. The effects of the proposals on the numbers of independent and dependent students qualifying for financial aid are illustrated by focusing on all students receiving need-based financial aid. The fiscal impact of these alternate definitions of independence is also projected. (SW)

An Inventory of Academic Degree Programs in South Carolina, Eleventh Edition. Fall 1985.

South Carolina Commission on Higher Education, Columbia.

PUB DATE- 85
NOTE- 176p.; Supersedes ED 253 164.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Academic Education; *College Programs; Higher Education; *Private Colleges; *State Colleges; State Surveys; *Technical Institutes; *Two Year Colleges
IDENTIFIERS- Public Colleges; *South Carolina

An inventory of academic degree programs in South Carolina is presented to aid institutional and statewide planners and others who want to identify institutions offering a specific program. A first section lists academic programs and indicates the schools offering each program. A second section listing public and private colleges identifies the degree programs offered by each. The programs are arranged according to the National Center for Education Statistics (NCES) Classification of Instructional Programs. The NCES taxonomy codes for each program are included, along with the type of degree/certificate awarded. The institutions in the guide are also listed by type: public senior colleges and universities, four-year campuses of the University of South Carolina, private senior colleges and universities, two-year campuses of the University of South Carolina, two-year colleges, and technical colleges. (SW)

ED 263 883 IR 011 869

Winn, Bill; And Others
Designing Computer Graphics: An Experiment in the Graphic Enhancement of Audio Teleconferencing.
PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Graphics; Computer Software; *Distance Education; Foreign Countries; Higher Education; Instructional Design; *Instructional Development; Instructional Innovation; Instructional Material Evaluation; *Student Attitudes; Teaching Methods; *Teleconferencing; Videotex
IDENTIFIERS- Alberta (Calgary); *Instructional Effectiveness; *Telidon System

Two distance education courses presented via teleconferencing by the University of Calgary were redesigned to include graphic support utilizing Canada's Telidon videotex system. Data were gathered on both the instructional effectiveness of and student responses to the graphics. While the evaluation pointed out a number of features that needed to be modified in the system, it also revealed aspects of a computer graphic that make it effective. This report provides a brief overview of instructional graphics, describes the Calgary experience with Telidon page design, and looks at ways in which instructional graphics can be used to control various aspects of instruction. Conclusions indicate that the Telidon system lends itself well to the presentation of simplified graphic materials for illustrations, cueing, and structures, and that the use of such graphics to control the flow of instructional activities is very effective. Although limitations imposed by text size when the monitor is used with groups of students would make more complex and detailed graphics illegible at the present time, future developments leading to more sophisticated computer graphics systems will allow more complex animation and screen resolution in the future. A list of references completes the document. (JB)

ED 263 898 IR 011 884

Hannah, Larry
Simulation Game: Senate Committee Hearing on Software Copyright Laws.
PUB DATE- 85
NOTE- 50p.
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Software; *Copyrights; *Educational Games; Federal Regulation; Legal Responsibility; *Role Playing; Secondary Education; *Simulation
IDENTIFIERS- *Software Copying

Designed to simulate a Senate committee hearing on software copyright laws, this role-playing game exposes students to a wide variety of viewpoints about software copying, including piracy. The game is structured to bring out as many points of view as possible; the goal of the simulation is exposure to these various points, not the final committee vote. Each of the lobbying groups has been given a list of arguments supporting its position on the proposed legislation. It will be the task of opposing groups to point out any fallacious information these groups present. The game is intended to be played over three days: activities on Day 1 introduce the game and the topic of software copying. Roles are then described and assigned, and the players are given time to prepare for their roles. Day 2 is devoted to testimony by the lobbyist groups and questions by the senators. Day 3 begins with rebuttal testimony by the lobbying groups and the senators' questioning. After a recess, the voting is conducted and reporters read their news stories to the group. The simulation concludes with a review of the game conducted by the instructor. (JB)

MicroSIFT Courseware Evaluations Set 15 (362-388) and Set 16 (389-441), with an Index Listing the Contents of Each Set (Sets 1-16) and a Cumulative Subject Index (Sets 1-16) .

Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Nov 85
NOTE- 175p.; For previous documents in this series, see ED 226 765, ED 234 722, ED 239 606, ED 245 666, ED 249 918 and ED 260 710. These two sets are the last evaluations by MicroSIFT to be published in this format.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; *Educational Games; Evaluation Criteria; Instructional Materials; *Microcomputers
IDENTIFIERS- Computer Games; Courseware Evaluation; *Courseware Reviews; *MicroSIFT

This document consists of 80 microcomputer software package evaluations prepared by the MicroSIFT (Microcomputer Software and Information for Teachers) Clearinghouse at the Northwest Regional Education Laboratory. Set 15 consists of 27 packages; set 16 consists of 53 packages. Each software review lists producer, time and place of evaluation, cost, ability level, subject, topic, transfer medium, required hardware and software, preview policy, instructional purposes and techniques, available documentation, instructional objectives and prerequisites, content and structure, estimated student time required, potential uses, major strengths and weaknesses, and additional comments. An evaluation summary rates each package on 21 criteria. The titles in Sets 15 and 16 are as follows: Addition Circus; Algebra Series; Alphabet Harvey; Content Area Reading--Literature; Crypto Cube; Decimals--Multiplication and Division; Fay's Word Rally; Food for Thought; Fraction Fun with Fraction Man; The Grammar Examiner; Language Arts--Parts of Speech; Math Maze; Mathematics--Grade 3; Mathematics Activities Courseware--4; Mathematics Activities Courseware--7; Mathsheet; More Powers to You!; Myths, Magic and Monsters; Play on Words; Political Genie; Spellakazam; Spellicopter; States; States and Capitals; Supermind; Typing; Verbs--Action/Linking Verbs; 4-H Ding Darling Soil, Water, Wildlife Project; The ABC's of Programming Your Apple; Arith-Magic II; The Basics of BASIC; Biology Challenge; Brain Booster; Computer Science I; Cosmic Carnival; Countdown, Test Simulator, Authoring and Management System; Discover--A Science Experiment; Earth Science Series--Ground Water; Earth Science Series--Hydrologic Cycle; Earth Science Series--Moisture in the Atmosphere; Earth Science Series--Surface Water; Food Group Puzzles; Galactic Prospector; Graphical Analysis II; GUIDEMASTER Borrowing--Regrouping for Subtraction; Holt Reading Skills Extender 3; Hometown; How a Bill Becomes Law; How to Weigh an Elephant; Internal Journey; Law in American History; The Magic Cash Register; Math Power Program--Whole Numbers; Math Worlds--Exploring Math with Computers; Microcourse Mathematics--Solving Story Problems--Whole Numbers, Levels 3-6; Modeler--Molecular Design Editor; Operation Frog; PAVE--Perpetual Accuracy/Visual Efficiency Training; Physical Science Databases for PFS: File; Problem Solving in Algebra; Proportions and Per Cents; QuizWhiz; Relevant Reading Through Science I, II, III, and IV; Science Trivia Challenge; Scrambled Eggs; Secrets of Science Island; Shark Attack!--Math Series; States and Traits; Solar Reading--Flight 1--Central Thought; Sorting Techniques, I, II; Stickybear Spellgrabber; Story Tree; Subject-Verb Agreement; U.S. History Databases for PFS: File; The Voyage of the Mimi--Ecosystems with Island Survivors; The Voyage of the Mimi--Whales and Their Environment with the Bank Street Laboratory; What's My Logic?; WordMath; The Writing Workshop; and You Are What You Eat. Also included are an index listing and cumulative subject index for MicroSIFT Sets 1-16. (JB)

ED 263 927 IR 051 356

Needs Assessment Packet for the School Library.
Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
PUB DATE- Aug 81
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Learning Resources Centers; *Library Planning; *Library Services; *Needs Assessment; Policy Formation; Position Papers; Resource Allocation; *School Libraries
IDENTIFIERS- *Hawaii

Intended for use by schools in studying their library programs and services, this needs assessment packet is designed to serve as an instrument for determining what exists as a program of services and to assist in setting direction for planned growth of an effective library program. The philosophy and services quoted in the document were derived from the Hawaii state document, "Goals for School Library Media Programs," (1972). Arguing that needs assessment is most valuable when members of the entire school community are involved, the packet provides a form for use by administrators, faculty, and school library staff, and another form for use by students. The following items are included in the packet: a chart on how to use the needs assessment packet; a guide to assigning priorities to areas of the school library program; tabulation instructions for assigning priorities to areas for a school library program; the two needs assessment forms; a table showing item correlation between the two forms; instructions to the tabulator; and three master tally sheets (a sample and two blanks). (THC)

ED 263 941 JC 850 588

Majchrzak, Ann
Education & Training for CAD/CAM: Results of a National Probability Survey. Krannert Institute Paper Series.
Purdue Univ., West Lafayette, IN. Krannert Graduate School of Management.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. Office of Technology Assessment.; National Science Foundation, Washington, D.C.
PUB DATE- Apr 85
NOTE- 32p.
GRANT- NSF-ISI-8311535; OTA-233-61700
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; Computers; Educational Needs; *Employer Attitudes; *Industrial Training; Inplant Programs; Inservice Education; *Labor Education; Manufacturing; National Surveys; Nonschool Educational Programs; Occupational Information; Skill Development
IDENTIFIERS- *Computer Automated Design; *Computer Automated Manufacturing; Employer Surveys

A study was conducted of the training programs used by plants with Computer Automated Design/Computer Automated Manufacturing (CAD/CAM) to help their employees adapt to automated manufacturing. The study sought to determine the relative priorities of manufacturing establishments for training certain workers in certain skills; the status of education and training among manufacturing plants with CAD/CAM; training most likely to occur with different types of CAD/CAM equipment; and factors explaining variations among plants with respect to education and training. Two data sources were used for the study: a national probability survey of 393 firms conducted in August 1982, and Census Bureau data on industry-level characteristics from 1960 to 1980. Study results included the following: (1) 45% of the plants with CAD/CAM sponsored an educational and training program; (2) on the average, 25% of the workforce at a plant received training, with the least attention given to design engineers and programs, and shopfloor staff displaced by the new equipment; (3) skills and knowledge areas covered by the training ranged from basic engineering to safety; however, many aspects of CAD/CAM were ignored; (4) most plants used vendors to provide training, and most offered either partial or full reimbursement for instruction outside the plant; (5) as CAD/CAM equipment was integrated, training needs dramatically increased; and (6) factors related to the provision of training programs included the integration and prevalence of automated equipment, and organizational factors such as size, workforce composition and firm age. Recommendations and a discussion of implications are included. (LAL)

ED 263 955 JC 850 606

Lucas, John A.
Student Characteristics as Compared to the Community Profile. Research Report Series. Volume XIV, No. 3.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Nov 85
NOTE- 35p.; The appendix is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *Community Characteristics; Community Colleges; Continuing Education; *Educational Trends; *Enrollment Influences; School Surveys; *Student Characteristics; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS- William Rainey Harper College IL

In fall 1984, a study was conducted in Illinois at William Rainey Harper College (WRHC) to provide a student profile for general information purposes, to gather data not available on the college's automated student data file, and to analyze WRHC's marketing outreach. Surveys were mailed to random samples of 500 degree credit students and 300 continuing education students, yielding response rates of 85% and 81%, respectively. Study findings included the following: (1) most of the demographic characteristics of students had remained constant over the last 5 to 10 years; (2) the average age of continuing education students was consistantly growing older; (3) fewer students were interested in bus transportation or car pooling each year; (4) when student enrollment dropped substantially in fall 1984, the decline affected equally all segments of the student population; (5) the physical presence of the campus and the influence of friends and relatives were major factors in first getting residents' attention; (6) direct mailings to residents' homes continued to be more effective in attracting continuing education students than degree credit students; and (7) students were more apt to be registered to vote and to have voted in the November 1984 presidential election than the general population. Detailed results are presented via extensive statistical tables; the student characteristics questionnaire is appended. (LAL)

ED 263 969 JC 860 017

Processes for Implementing the New Admissions Requirements in Community Colleges.

Illinois Community Coll. Board, Springfield.

PUB DATE- 6 Dec 85
NOTE- 7p.; Discussed as Agenda Item 14 at a Meeting of the Illinois Community College Board (Springfield, IL, December 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Admission Criteria; *Associate Degrees; *College Admission; *Community Colleges; Curriculum Development; Educational Policy; Equivalency Tests; General Education; Minimum Competencies; Remedial Instruction; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *Illinois

On November 5, 1985, the Illinois Board of Higher Education (IBHE) adopted a uniform set of high school subject requirements for admission to public university baccalaureate degree programs and to public community college associate in arts (AA) and associate in science (AS) degree programs. The specific high school subjects required for admission effective fall 1990 are 4 years of English, 3 years of social studies, 3 years of mathematics, 3 years of sciences, and 2 years of electives in foreign language, music, or art. This report discusses procedures for implementing these requirements in community colleges. After exploring the advantages of the admissions requirements, the problems yet to be addressed and resolved are identified. Next, the report examines issues related to the establishment of a formal program admissions process involving application for admission; assessment and review of records; counseling, advising, and orientation; and acceptance/non-acceptance. Then, the report points to the need for each college to identify competency-levels in English, math, science, and social science. The next sections look at decisions to be made regarding acceptable alternatives for admission, the establishment of a "conditional" or "provisional" admissions category, and the possible need to redefine remedial education and to re-evaluate the college's AA and AS degree general education requirements. Finally, the report identifies a number of unresolved issues that need to be addressed system- and state-wide. (LAL)

ED 263 983 PS 015 428

Ireson, Judith M.; Shields, Maureen
The Development of the Young Child's Representation of Emotion.
PUB DATE- 82
NOTE- 36p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Affective Measures; *Age Differences; Association (Psychology); Association Measures; *Child Development; Emotional Response; Foreign Countries; Identification; Observation; Photographs; Receptive Language; Recognition (Psychology); *Sex Differences; *Social Cognition; Story Telling
IDENTIFIERS- *Emotions; *England; Facial Expressions

The purpose of this study was to trace the development of children's understanding of emotions between the ages of 4 and 12. Twenty-four children at each of five age groups (4, 6, 8, 10, and 12), equally divided by sex, served as subjects. Three groups of tasks were administered: (1) the recognition of facial expressions from photographs, (2) the identification of target emotions contextualized in stories, and (3) the elicitation during conversation of children's accounts of situations which provoked emotions in themselves and in adults. Particularly emphasized were the differences in responses between the various age groups. The results maintained the grounding of emotion in the appraisal of situations and indicated that the understanding of situation increased with the growth of experience in children. The study suggests that, if the development in children's understanding of emotion as an organized construct is to be investigated seriously, both their knowledge of situational factors and of internal psychological factors should be considered jointly to ascertain if and how these factors change with age and how they interact. (DST)

ED 263 997 PS 015 462

Denham, Susanne A.
Affective Environment and Toddlers' Social-Emotional Competence.
PUB DATE- Aug 85
NOTE- 24p.; An earlier version of this paper was presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, August 23-27, 1985). For a related document, see PS 015 458.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Affective Measures; *Emotional Response; Family Environment; *Interpersonal Competence; *Mothers; Naturalistic Observation; *Parent Child Relationship; *Toddlers; Well Being

The maternal affective environment to which children are exposed, conceptualized by (1) percentage of total emotional displays (happy, sad, angry, tense, or tender) and (2) global indices of current maternal psychosocial functioning, is likely to be related to children's expression of emotions and overall social-emotional competence. Thus, prevalence of several maternal emotions were predicted to be related to other measures of mother's psychosocial functioning, prevalence of children's emotions, and indices of children's social-emotional competence. Emotional displays of 29 mothers and their toddlers were coded on videotape. Children's social-emotional competence was rated globally during situations where mother was absent. Self-report and rating measures of each mother's psychosocial functioning were also obtained. All predictions were upheld in the results. The relations of the affective environment to children's emotions and behavior were delineated by this methodology; maternal affective environment is related to concurrent indices of the child's social-emotional well-being. (Author/DST)

ED 264 012 PS 015 484

Munagian, Irene
Developing the Art of Negotiation among Pre-School Children in the Unique Setting of Family Day Care.
PUB DATE- 80
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; *Family Day Care; *Interpersonal Competence; *Peer Relationship; *Preschool Children; *Social Behavior; Social Influences; Socialization; Teacher Effectiveness; Teacher Role; Toddlers; *Verbal Communication
IDENTIFIERS- *Negotiation Processes; Social Interaction

Instances of toddlers practicing the art of negotiation while playing with peers in a family day care setting are recounted as part of a child caregiver's search for the sources of her skill in influencing children's verbal behavior. The search led to reflection on experiences in college classes on child development, at work teaching, and at home as a sometimes ineffective parent. The caregiver concludes that the materials read and absorbed, preschool observations, and teaching practice added information to that gained through raising a son suffering from an attentional deficit disorder. (Author/RH)

ED 264 027 PS 015 507

Peterson, Karen L.; Huemoeller, Marcia
Child Care Professionals and Parents: Congruence of Beliefs.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Beliefs; Child Caregivers; *Child Rearing; *Congruence (Psychology); *Day Care; Discipline; Early Childhood Education; Paraprofessional School Personnel; *Parent Attitudes; Preschool Teachers; Professional Personnel; Questionnaires; Socialization; *Teacher Attitudes; Values

This study examines the degree of congruence in child rearing attitudes of child care professionals and parents of children enrolled in child care programs. Assessing paraprofessionals, professionals, and parents, the study's specific intent is to determine the extent of agreement among these individuals concerning the attitudes toward discipline and interaction style they maintained and presumably manifested when interacting with children. It is hypothesized that because of demographic similarities among subjects examined there would be little difference in their respective child rearing beliefs. The total number of subjects from 28 child care centers was 87 (22 professionals, 25 paraprofessionals, and 40 parents). Results indicate no differences between the child rearing attitudes of child care workers and parents. The only evidence of significant differences was found between professionals and parents on the qualified power assertion-qualified didactic response. It appeared that the more similar the demographic characteristics between parents and caregivers, the more likely the attainment of congruence in child rearing beliefs. (DST)

ED 264 041 PS 015 540

Lyons, Charles W.; And Others

Developing Intergenerational Programs Jointly with the Aging and Child Care Networks in Pennsylvania. Final Report and Executive Summary.

Pittsburgh Univ., PA. Generations Together.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Administration on Aging (DHHS), Washington, D.C.

PUB DATE- 15 Apr 85

NOTE- 227p.; Pictures may not reproduce well.

GRANT- 90-CJ-0062

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Agency Cooperation; *Day Care; Early Childhood Education; *Older Adults; *Program Development; Program Evaluation; *Staff Development; State Programs; Workshops; *Young Children

IDENTIFIERS- *Intergenerational Programs; Pennsylvania

A project was implemented to help program staff from the aging and child care networks to plan and implement intergenerational programs. Specific objectives were to: (1) train approximately 15 staff members from the aging network and 15 staff members from the child care network in each of five different geographic regions of Pennsylvania to plan and implement collaborative intergenerational programs; (2) develop approximately 50 intergenerational programs involving older adults and young children throughout Pennsylvania; (3) demonstrate the effectiveness of cooperation among the staff from the networks; (4) contribute to older adults' feelings of well-being through their involvement as support persons to young children; and (5) contribute to young children's growth and learning through the development of caring relationships between them and older adults. Evaluation data were collected through a pre- and post-test administered to the network staff before and after the 2-day training workshops, a written survey completed toward the end of the project by the trained staff and reporting on their progress in implementing an intergenerational program, and questionnaires completed by the older adult participants and child care teachers of participating children. Outcomes indicate that the project was very successful in achieving each of its objectives. Factors contributing to the success of the program are identified, and recommendations for implementation are offered. Related materials are appended, including profiles of the new intergenerational programs. (RH)

ED 264 055 RC 015 520

Santiestevan, Henry, Ed.
Hispanics and Grantmakers: A Special Report of Foundation News.
Council on Foundations, Inc., Washington, DC.
REPORT NO.- ISBN-0-015-8976
PUB DATE- 81
NOTE- 157p.; Tinted illustrations may not reproduce well.
AVAILABLE FROM- Special Report on Hispanics and Grantmakers, Fulfillment Service, 7212 Lockport Place, Lorton, VA 22079 ($5.95).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bilingual Education; *Change Strategies; Demography; Economic Development; *Financial Support; *Grantsmanship; Health Needs; Hispanic American Culture; *Hispanic Americans; Immigrants; Migrant Workers; *Needs; Older Adults; *Philanthropic Foundations; Socioeconomic Influences
IDENTIFIERS- Coalitions

The culmination of an 18-month effort, this special report is aimed at improving communications and relationships between foundations and Hispanics by fostering skillful and sensitive grantmaking and focusing attention on underserved Hispanic populations. Presented in journalistic form, the report contains an introductory section; 51 articles; an editorial wrapup; and addresses and telephone numbers of organizations, Hispanic research centers, and Hispanic foundation trustees, staff, and consultants. The issue includes several articles that explain the grant application system. Other articles chronicle the nascent development of Hispanic groups in Chicago, Seattle, Philadelphia, and Hartford. Still others describe the changing Cuban community, concerns of Hispanic women, health needs, business and economic development, Hispanic youth unemployment, problems of aging Hispanics, and the forgotten migrant worker. Also included are basic demographic, social, and economic data on Hispanics and facts and figures on bilingual education. (NEC)

ED 264 069 RC 015 547

Steps to Success. High School Student Information Booklet = Pasos al Exito. Un Folleto Informativo para el Estudiante de la Escuela Secundaria.

State Univ. of New York, Oneonta. Coll. at Oneonta.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Persistence; Ancillary School Services; Check Lists; Credits; *Graduation Requirements; High Schools; High School Students; *Migrant Education; Migrant Programs; *Migrant Youth; Nontraditional Education; Student Mobility; Student Records; *Student Responsibility; *Success; Transfer Students

Published in English and Spanish versions and written for migrant high school students, this brochure outlines practical steps to follow to insure high school graduation and encourages migrant students to assume responsibility for meeting graduation requirements. A checklist of 15 items encourages students to ask teachers and counselors questions about course credits, requirements, competency exams, and post-secondary education opportunities. A worksheet is provided for the student's own record of acquired credits. The brochure presents eight steps to follow when changing schools which includes requesting transcripts and withdrawal grades and asking about migrant education programs at the new school. The brochure lists 19 educational services and alternative programs that may be helpful to migrant students, e.g., summer school, evening classes, and credit make-up programs. Space is provided for recording phone numbers and addresses, and the Interstate Migrant Secondary Services Program's phone, address, and contact person are included for students who need help locating migrant programs in western states. (JHZ)

ED 264 083 RC 015 573

The Indian Health Promotion and Disease Prevention Act of 1985. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Ninth Congress, First Session on S. 400. (Gallup, NM, June 1, 1985).

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-99-276
PUB DATE- 1 Jun 85
NOTE- 354p.; Some pages may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Alcoholism; *American Indian Education; American Indians; *Disease Control; Drug Abuse; Family Planning; Federal Indian Relationship; *Federal Legislation; *Health Education; *Health Services; Hearings; Immunization Programs; Occupational Safety and Health; Physical Health; *Preventive Medicine
IDENTIFIERS- Arizona; Congress 99th; Fetal Alcohol Syndrome; *Health Promotion; Indian Health Care Improvement Act; Navajo (Nation); New Mexico; Proposed Legislation; Zuni (Pueblo)

The document contains transcripts of a Congressional hearing on providing health promotion and disease prevention services to American Indians. The bill under consideration would add the following programs to the Indian Health Care Improvement Act (25, U.S.C. 1603): reduction of drug, alcohol, and tobacco use; improvement of nutrition and physical fitness; immunization; control of stress, high blood pressure, sexually transmitted diseases, toxic and infectious agents, and accidental injuries; family planning; pregnancy and infant care; occupational health and safety; and water fluoridation. Witnesses include representatives from health committees and community-based health programs of New Mexico and Arizona tribes, and from the Navajo Council of Physicians, Navajo Nation Council on Aging, Indian Health Service, National Indian Health Board, and Bureau of Indian Affairs, as well as New Mexico and Arizona agency officials. Testimony focuses on Indian health problems, currently successful programs to improve Indian health, and problems encountered in establishing and administering Indian health programs. Included are papers on fetal alcohol syndrome among American Indians, and data on disease/mortality rates at specific Pueblos, adolescents in New Mexico, and New Mexico health education standards. (LFL)

ED 264 097 SE 046 257

Electrical Energy Conservation at Home. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
REPORT NO.- ISBN-971-135-095-5
PUB DATE- Jul 85
NOTE- 27p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Costs; *Electrical Appliances; *Electricity; *Energy Conservation; Energy Education; Foreign Countries; *Fuel Consumption; High Schools; Science Activities; Science Education; *Secondary School Science; Utilities
IDENTIFIERS- *Philippines

Information on how to conserve electrical energy in the home is provided in this module, which is recommended for sophomores in high school. Topics considered include electric meters, electric bills, costs, and conservation practices. Also included are several activities, sample problems to solve, four exercise sets (with answers), and a short list of references. (JN)

Computers in Special Education: A Report from the European Conference concerning Teaching and Training the Handicapped through the New Information Technology (1st, Middelfart, Denmark, May 7-11, 1984).

SPONS. AGENCY- Commission des Communautes Europeennes (Luxembourg).
PUB DATE- Mar 85
NOTE- 146p.; The conference was arranged and carried through in cooperation between the Danish and European Association of Special Education and the Danish Ministry of Education. Support was also provided by the Nordic Council.
AVAILABLE FROM- Postgiro 8 00 71 52, DFSP., c/o S.P. Christensen, DK-6670 HOLSTED, Denmark (80 Danish Krone).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Assisted Instruction; Computer Oriented Programs; *Disabilities; Elementary Secondary Education; *Foreign Countries; *Information Science; Microcomputers; *Special Education

Twelve papers are presented from a conference on special education and information technology. The conference featured 130 participants from 15 countries. The following titles and authors are represented: "Computer as a Communication Aid" (A. Fleischer); "Computers in Special Education" (F. Dalhoff); "Experiences Using Computer-Assisted Communication Aids" (F. Johnston); "Computer Based Communication Aids for Non-Vocal Handicapped Persons: Experiences and Perspectives in the French Rehabilitation Center of Kerpape" (A. Sylvestre); "What Can We Use Microcomputers for in Schools?" (C. Wang); "Use of Computers in Special Schools: Report on Experience in the Classroom" (P. Murphy); "The Computer as an Educational Tool" (B. Pedersen); "Computers in Special Education" (B. Larsen); "Using Micros in Special Education in England, Wales and Northern Ireland" (M. Hope); "Computers in Special Education: Eurydice" (N. Levysohn); "A Help to Meet the Information Explosion" (H. Kristiansen); and "Advantages and Drawbacks of the Information Technology in Relation to the Definition 'Handicap'" (J. Hansen). (CL)

ED 263 724 EC 180 995

Martin, Frances G.
Behavior Correlates of Rorschach Response in School Age Children.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 231p.; Ph.D. Dissertation, University of Pennsylvania.
GRANT- G008201363
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Adjustment (to Environment); *Behavior Patterns; Disabilities; Elementary Secondary Education; *Learning Disabilities; *Projective Measures
IDENTIFIERS- *Bristol Social Adjustment Guides; *Rorschach Test

Teachers in a private special education school for students with learning and/or adjustment difficulties completed Bristol Social Adjustment Guides (BSAGs), an observation scale for identifying maladaptive classroom behaviors, for 157 students (7-21 years old). Rorschachs were administered to the same group of students. Data from each test were reduced via factor analyses, and factor structures were chosen which demonstrated both statistical consistency and psychological integrity. Standardized factor scores were subjected to a series of canonical correlations to determine degree of common variance. Zero-order correlations were computed among relevant BSAG, Rorschach, and background variables. Finally, a series of multiple-discriminant analyses were conducted comparing hit-rates for correctly classifying students by special education category and psychiatric diagnosis. No significant canonical correlations were found between Rorschach and BSAG factors. However, both sets of factors extracted appeared unique for this sample. Inclusion and exclusion of certain Rorschach variables were consistent with current research. Discriminant analyses revealed that the BSAG and Rorschach had comparable hit rates (53%) in correctly classifying students by special education category. While Rorschach contents and determinants were most accurate when categorizing students in terms of psychiatric diagnosis, potential use of Rorschach and observation data in the derivation of all of these categories could have confounded findings. (Author/CL)

Redding, J. Patrick
Cultural Orientation at Bataan: Merging Trends.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Adult Vocational Education; *Cross Cultural Training; *Cultural Differences; Educational Objectives; English (Second Language); Foreign Countries; Intercultural Communication; *Program Development; *Refugees; *Teacher Role
IDENTIFIERS- Philippines (Bataan)

The intensive, pre-arrival training program provided by the International Catholic Migration Commission at the Philippine Refugee Processing Center in Bataan for Vietnamese, Khmer, and Lao adult refugees on route to the United States is in the process of self-examination and development. Three trends are emerging for new program directions. The first is an increased understanding of the student population, including acknowledgement of their membership in a refugee culture and increased awareness of the barriers separating teacher and student as well as basic demographic characteristics. The second trend is a shift in instructional content from primarily information-giving materials and methods to an approach providing a balance of information, skills, and attitudes. The third trend is the emerging role of the teacher as a cross-cultural trainer specializing in intercultural communication and providing a role model for students. (MSE)

ED 263 842 HE 018 891

Alder, Henry L.

How Colleges and Universities Employ Credit and Placement for Advanced Academic Studies.
PUB DATE- Oct 84
NOTE- 6p.; Paper presented at the Annual Meeting of the College Scholarship Service Assembly (New York, NY, October 21-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; *Advanced Placement Programs; College Admission; *College Bound Students; *College Credits; *College School Cooperation; Educational Policy; Grade Point Average; *Grading; Graduation Requirements; Higher Education; *High School Students
IDENTIFIERS- *University of California

The University of California's grading/credit policy for advanced placement (AP) courses taken by high school students is discussed. The university traditionally has encouraged high school students to take AP courses if they are prepared and mature enough to benefit from them. The university grants credit for scores of 3, 4, or 5 earned on AP Tests given by the College Board. The university's admission evaluators grant subject credit, graduation credit, or credit toward breadth requirements for all AP tests in which at least a score of 3 is obtained. During 1981-1982 the University's Board of Admissions and Relations with Schools (BOARS) considered changes in admission requirements, and high schools requested that the university provide some inducement for high school students to take the most challenging AP courses offered by the high school. Students avoided the courses because of fear that AP course grades would lower their high school grade point average (GPA). It was decided that in calculating GPA used for admission to the university, the grades of A, B, and C in up to eight honors level courses taken by high school juniors or seniors would be increased by one grade point each. BOARS also established guidelines for these courses to encourage high school students to take additional honors level (including AP) courses. (SW)

ED 263 856 HE 018 907

Stampen, Jacob O.; Cabrera, Alberto F.
Is the Student Aid System Achieving Its Objectives? Evidence on Targeting and Attrition. Program Report 85-11.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 45p.; For related documents, see HE 018 904-910.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dependents; *Federal Aid; Financial Needs; Grants; Higher Education; Income; Longitudinal Studies; National Surveys; Self Supporting Students; *State Aid; *State Colleges; State Surveys; *Student Attrition; *Student Financial Aid; Student Loan Programs; *Undergraduate Students; Work Study Programs
IDENTIFIERS- Public Colleges; *University of Wisconsin System

The equity and effectiveness of the student financial aid system are considered, as it applies to undergraduates attending public institutions. In addition to evaluating whether aid is targeted to students with the greatest financial needs, attention is directed to the relationship between the receipt of different types of financial aid and dropout rates. One data source is cross-sectional data on 10,200 randomly selected records of aid recipients (weighted to represent national totals) from a sample of public colleges and universities. Information is provided on average awards to students in three need categories for various types of federal, state, and institutional awards. The analysis is supplemented by data on nonaided students from four state-based student surveys of resources and expenditures (i.e., Arizona, California, New York, and Wisconsin). Longitudinal data on a random sample of University of Wisconsin System freshmen provides information on aid utilization during the first 3 years of undergraduate study (1979-1981). The following categories of aid are assessed: grants only, loans only, work-study only, grants and loans, grants and work-study, loans and work-study, and all three. The distribution of the various types of need-based aid to dependent and independent students and to students in four income groups is also considered. (SW)

ED 263 870 HE 018 923

Andersen, Charles J.
Conditions Affecting College and University Financial Strength.
Higher Education Panel Report Number 63.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Oct 85
NOTE- 43p.
CONTRACT- NSF-SRS-8117037
AVAILABLE FROM- American Council on Education, Higher Education Panel, One Dupont Circle, Suite 800, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Administration; Endowment Funds; Enrollment Trends; *Financial Policy; Financial Problems; Financial Support; *Higher Education; Long Range Planning; *Money Management; Private Colleges; Program Evaluation; Questionnaires; *School Funds; School Surveys; State Colleges; Tuition
IDENTIFIERS- *Financial Indicators; *Institutional Vitality

Conditions affecting the financial status of colleges and universities during 1980-1984 were investigated, with a focus on self-help in the form of management practices and strategies. Questionnaires were completed by approximately 370 institutions belonging to the Higher Education Panel. The data were weighted to represent the national population of colleges and universities, excluding research universities. The findings indicate that: during the 4 years, one-third of the nation's colleges and universities experienced significant increases in full-time enrollment, while one-fifth had significant declines; significant increases in net tuition were reported by nearly three out of five institutions; only one-quarter, mostly private institutions, reported significant increases in endowment earnings; revenue shortfalls were experienced by nearly half the sample; 80 percent of the public institutions with revenue shortfalls listed reduced external funding as a reason, while 70 percent of the private institutions listed enrollment drops as a reason; long-range planning, program review, and cash management were used by about three-quarters of the nation's institutions; and use of a central contingency fund was used by half of the sample. Detailed statistical tables, the questionnaire, and technical notes are appended. (SW)

ED 263 899 IR 011 885

Swoope, Karen; Johnson, Carole Schulte

Students' Perceptions of Interest in Using Computers: Boys, Girls or Both?

PUB DATE- Apr 85
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Computer Literacy; Elementary Secondary Education; Graphs; *Interest Inventories; *Microcomputers; Sex Bias; *Sex Differences; Sex Stereotypes; *Student Attitudes; *Student Interests; Surveys

Two studies were conducted of students in grades 1-12 in Washington state to determine how children at various grade levels perceived males' and females' interest in using computers. A 46-item instrument was field tested using 124 students from three small school districts whose administrators had volunteered to participate. Four sections of an undergraduate educational psychology class also responded to the questionnaire. The interest questionnaire was then administered to 375 students in grades 1, 3, 5, 7, 9, and 11. Results indicated that, although children in the lower grades perceived computers as of interest to both sexes, this pattern underwent a reversal among seventh and ninth grade subjects. To follow up this observation, a second study was done and a revised instrument was administered to a minimum of two classrooms each in grades 1, 3, 5, 7, 9, and 11 in a medium-sized school district. Those results indicated that first graders rated interest in computers significantly higher than students at all other grade levels, and the majority of both boys and girls see boys as having a higher degree of computer interest than girls. Data tables and graphs illustrate the findings. (JB)

McKey, Ruth Hubbell; And Others
The Impact of Head Start on Children, Families and Communities. Final Report of the Head Start Evaluation, Synthesis and Utilization Project.
CSR, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- DHHS-OHDS-85-31193
PUB DATE- Jun 85
NOTE- 389p.; For a related bibliography, see PS 015 524.
CONTRACT- 105-81-C-026
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00098-7, $14.00).
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; *Community Involvement; *Compensatory Education; Early Childhood Education; Emotional Development; Family Characteristics; Federal Programs; *Health; Meta Analysis; Parent Participation; *Program Effectiveness; Research Methodology; *Social Development
IDENTIFIERS- Head Start Evaluation Synthesis Utilization Proj; *Project Head Start

Including all Head Start research (both published and unpublished) and using, when possible, the statistical technique of meta-analysis, this final report of the Head Start Evaluation, Synthesis, and Utilization Project presents findings on the impact of Head Start on children's cognitive and socioemotional development, on child health and health institutions in the community, on enrollees' families, and on communities where Head Start programs operate. The report concludes that children enrolled in Head Start enjoy significant immediate gains in cognitive test scores, socioemotional test scores, and health status. In the long run, cognitive and socioemotional test scores of former Head Start students do not remain superior to those of disadvantaged children who did not attend Head Start. However, a small subset of studies find that former Head Starters are more likely to be promoted to the next grade and are less likely to be assigned to special education classes. Head Start also has aided families by providing health and social and educational services and by linking families with services available in the community. Finally, educational, economic, health care, social service, and other institutions have been influenced by Head Start staff and parents to provide benefits to both Head Start and non-Head Start families in their respective communities. (RH)

ED 263 998 PS 015 463

Smelser, Neil J.
Institutional Determinants of Organizational Change in Primary Education in Nineteenth Century America and Britain. Final Report.
California Univ., Berkeley.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 139p.
GRANT- NIE-G-80-0165
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Cross Cultural Studies; Cultural Differences; Economic Factors; Educational Change; Educational Demand; *Educational Development; *Educational History; Family Characteristics; *Outcomes of Education; Political Influences; *Primary Education; Religious Factors; Social Change; *Social Influences; Social Stratification; Sociocultural Patterns
IDENTIFIERS- *Great Britain; Nineteenth Century; *United States

Using historical documents, this report traces the development of the system of primary education in Great Britain and the United States. During the period between 1810 and 1870, both Britain and the United States attempted to form an organization for primary schooling and achieved great progress in the institutionalization and growth of mass primary educational systems. This progress was stimulated, moreover, by more or less common pressures in both societies. Yet, at the same time, this period witnessed strikingly different outcomes in each country despite the evident similarities of traditions in culture, language, and law. Pressures for the development of schools, patterns of growth among different kinds of schools, sources of financial support, forms of governance and internal organization, and the stratification of clientele are examined. The influence of religious, political, economic, and social factors on school formation are discussed, and the social conflicts for which schools became the focus are analyzed. An extensive bibliography and reference list are provided. (DST)

ED 264 013 PS 015 485

Child Care and the Role of the Public Schools. Report of a Conference (Wayzata, Minnesota, December 10-12, 1984).

Spring Hill Center, Wayzata, MN.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- Dec 84

NOTE- 67p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Advocacy; *Children; Cooperative Programs; Coordination; Day Care; Early Childhood Education; *Educational Change; Elementary Education; Employed Parents; Extended School Day; Networks; Organizational Communication; Policy Formation; *Preschool Children; *Public Education; *Public Policy; Public Schools

IDENTIFIERS- Coalitions

This conference report summarizes 12 presentations, small and large group discussions, conclusions, and policy suggestions. The conference's purpose was to initiate a coalition between the policy domains of early education and child care and to encourage the dissemination of information about possible service arrangements which bring together the assets of the public schools and other child care organizations. Sponsored by Spring Hill Center (an independent nonprofit conference organization), the conference featured five major sessions which addressed the following topics: (1) the demand for services for preschool children, (2) background and status of the issue, (3) cooperative programs in action, (4) political consideration, and (5) network building. Appendices include the conference agenda, a participant list, and sample responses from the media. (DST)

ED 264 028 PS 015 508

Kerr, J. H.
Play: The Reversal Theory Perspective.
PUB DATE- Sep 85
NOTE- 16p.; Paper presented at the International Symposium on Play, Play Therapy, Play Research (Amsterdam, Netherlands, September 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Motivation; *Play; Theories
IDENTIFIERS- *Reversal Theory; Structural Phenomenology

The intention of this theoretical paper is to present a reversal theory interpretation of play phenomena. Reversal theory, a developing theory in psychology, concerns the complex relationship between experience and motivation. One of the central charactieristics of the theory is that it attempts to understand why so much of human behavior is apparently unrelated to biological needs. Play is an example of such biologically gratuitous behavior, because it cannot be regarded as imperative for survival. From the standpoint of structural phenomenology, the theory of psychological reversals conceptualizes a number of bi-stable, meta-motivational states which exist as paired opposites. Individuals are considered to be in one or the other of the opposed meta-motivational states at any one time. As the name of the theory implies, reversals from one meta-motivational state to another are possible. One of these pairs, the so-called telic and paratelic meta-motivational pair, is important with respect to play because the behavior characteristics usually associated with the paratelic state are closely aligned with those described by other observers of informal play activities. On occasion, however, especially with more formalized play activities associated with contemporary sport, a telic orientation becomes apparent. This paper expands on the association between playful behavior and meta-motivational state, referring to examples from everyday experience and the views of other play theorists. (Author/RH)

ED 264 056 RC 015 523

Hustedde, Ron; And Others
Community Economic Analysis: A How to Manual.
North Central Regional Center for Rural Development, Ames, Iowa.; Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- 1 Nov 84
NOTE- 90p.
AVAILABLE FROM- North Central Regional Center for Rural Development, Iowa State University, 108 Curtiss Hall, Ames, IA 50011 (no charge).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Community Change; *Community Development; *Community Planning; *Community Resources; Community Surveys; Data Collection; Data Interpretation; Economic Development; *Economic Research; Employment Patterns; Income; *Research Methodology; Study Guides
IDENTIFIERS- Economic Growth; *Economic Planning

Designed to assist individuals who need to bring information to citizen groups or decision makers concerned with community economic development, this manual uses a question-answer format to cover topics that might occur to someone just starting to build an understanding of community economic analysis. Among topics covered are: strategies for economic development; multipliers of employment, income, and turnover; assessing size and shape of community trade area; keeping local dollars in the community; measuring the efficiency of local firms; stimulating new firms; and government aid. Theories and tools of economic analysis are drawn from disparate sources and clarified by example as they appear in the text. The need to integrate different forms of analysis is demonstrated. The 25-page appendix uses hypothetical cases to describe how to calculate the specific tools and interpret resulting data. A 41-item bibliography provides additional sources of information about the tools and theories. An index is included. (LFL)

ED 264 070 RC 015 548

Survey Analysis: Responses of 1070 students in High School Equivalency Programs, 1984-1985.

State Univ. of New York, Oneonta. Coll. at Oneonta.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- Dec 85

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)

DESCRIPTORS- Age Grade Placement; *Continuation Students; Dropout Characteristics; Dropout Programs; *Dropouts; *High School Equivalency Programs; *Migrant Education; Migrant Programs; *Migrant Youth; Parent Role; Questionnaires; Student Attitudes; *Student Characteristics

Responses to a survey questionnaire completed by 1,070 migrant students who returned to school after dropping out were tabulated and listed by response frequency to determine student characteristics that will help migrant educators predict dropout behavior and address its causes. Participating students were enrolled in 13 High School Equivalency Programs (HEP) in 10 states. Responses indicated that a "typical" HEP student is 17-21 years old; speaks English or Spanish; has 2-7 siblings; is the child of parents who have not graduated from high school; left school at age 16 or 17; left school in the 10th or 11th grade; was not enrolled in a migrant program in school; attended school regularly; decided to return to school with the advice and encouragement of family members or friends. The three most frequently given reasons for leaving school were failing in classes, not liking school, and having very few credits for graduation. HEP students' responses confirmed findings that being average for grade placement puts students at risk for dropping out--less that 6% of HEP students surveyed were at or above grade level when they left school. Data tables and the eight-page survey form are included. (JHZ)

ED 264 098 SE 046 258

Vitamins and Health. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
REPORT NO.- ISBN-971-135-084-X
PUB DATE- Jan 85
NOTE- 30p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Diseases; Food; Foreign Countries; Health Activities; Health Education; High Schools; *Nutrition; *Physical Health; Science Activities; Science Education; *Secondary School Science
IDENTIFIERS- *Philippines; *Vitamins

This module provides information on: (1) the nature of health and nutrition; (2) the nature of vitamins; (3) general characteristics of fat-soluble and water-soluble vitamins; (4) the source and major role of several vitamins (vitamins C, B, D, E, and K) as well as deficiences that arise from their oversupply, or insufficiency; and (5) ways of preserving the vitamin content in raw food. Also included are several laboratory activities (listing materials needed and procedures used), questions to answer, a glossary, and a short list of references. (JN)

ED 263 740 FL 015 160

Little, David, Comp.; And Others
A Functional-Notional Syllabus for Adult Learners of Irish.
Trinity Coll., Dublin (Ireland).

REPORT NO.- ISBN-0-9508150-2-0
PUB DATE- 85
NOTE- 200p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Students; Agriculture; Behavioral Objectives; Climate; *Communicative Competence (Languages); *Course Content; Food; *Language Skills; Leisure Time; *Notional Functional Syllabi; Occupations; Recreation; *Second Language Instruction; Services; Transportation; Travel
IDENTIFIERS- *Irish (Modern)

The first functional-notional syllabus for adult learners of Irish, written in Irish and English, is presented. The syllabus begins with an introductory section about functional-notional syllabi, their definitions and implications, and the characteristics of this syllabus. The second section provides the general aims and specific behavioral objectives. The next section lists the specific communicative functions learners should be able to fulfill in five broad categories: imparting and seeking factual information, expressing and finding out attitudes, getting things done, socializing, and steering or structuring a conversation or text. Further sections outline the general and specific notions, or meanings, that successful learners of Irish need to command. General notions include deixis (the way language is used to relate speech or writing to its context), properties and qualities, and relations. Specific notions include the categories of personal identification, house and home, education, trades, professions, occupations, leisure-time activities and entertainment, intellectual and social topics, travel and transport, farming and rural life, urban life, shopping and service industries, food and drink, public and professional services, language, and climate and weather. (MSE)

ED 263 771 FL 015 392

Kirn, Elaine

The Reality of ESL Publishing: An Author's Point of View.

PUB DATE- 85
NOTE- 9p.; Summary of a presentation at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (15th, San Diego, CA, April 1984). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p108-15.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authors; *Copyrights; Economics; *English (Second Language); *Financial Support; Publishing Industry; Second Language Instruction; *Textbook Preparation

Authors of texts for instruction in English as a second language have several options for publishing: the traditinal method, dealing directly with large, well-known publishers, or with smaller, specialized houses, or with author-formed groups. This process begins with an idea, and involves making contacts and submitting proposals, review and revision, a contract, manuscript completion, editing, printing, marketing, and the receipt of royalties. Other possible publishing options include self-publishing, a respectable method that includes both author control and author responsibility for costs and distribution; subsidy publishing by "vanity presses" that offer limited editorial assistance; and publication by book packagers that provide a variety of services to both authors and publishers, particularly editorial services. In all cases, it is essential for the author to protect his or her interests by being informed about the legal and financial considerations of each option and contractual agreement. (MSE)

ED 263 786 FL 015 411

Lozano, Anthony G.
Educational Technology and Language Training. International Research and Studies Program. Final Report.
Colorado Univ., Boulder.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 85
NOTE- 119p.
GRANT- G008303642
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Audiotape Recordings; Comparative Analysis; *Computer Assisted Instruction; *Educational Technology; *Educational Television; Higher Education; Introductory Courses; *Language Laboratories; Language Skills; *Second Language Instruction; Skill Development; Spanish; Student Attitudes; Teacher Student Relationship; *Teaching Methods; *Writing Skills

A study investigated the relative effectiveness of two new teaching technologies, television and computers, as compared with traditional language laboratory instructional audiotapes in introductory Spanish. The dependent variables examined included the following: overall achievment level; reading, writing, and grammatical skills; and improved speaking and listening skills, all as measured by pure tests of reading, writing, listening, and speaking. The subjects were 144 introductory Spanish students divided into eight recitation groups. Half of these groups (control groups) were assigned to 40 minutes a week of audiotape laboratory; two were assigned to 40 minutes a week of tele-lessons, and two were assigned to 40 minutes a week of computer drills. Other features of the course were the same as the standard introductory curriculum. Results indicate that the computer-assisted instruction method was clearly the most successful of the three tested, but only in enhancing writing skills and not, by extension, other language skills. Use of the computer for a variety of skill development exercise, alone or in combination with another instructional method, is recommended. (MSE)

ED 263 800 HE 018 842

Legg, Sue M.; Webb, Jeaninne N.
A Plan for Student Access to Instructional Computing.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; *Computer Assisted Instruction; Computer Graphics; *Computers; *Departments; Higher Education; Input Output Devices; *Needs Assessment; State Universities; Student Needs; *Use Studies
IDENTIFIERS- *Academic Computing

A strategy to identify and address computing needs at a large state university is described that may be used by any university. A task force on instructional computing was formed, and information was gathered concerning: the amount of access and types of computing facilities needed; the issue of standardization of hardware and software; support services (e.g., hardware acquisition and maintenance); and problems of communication and training for students and faculty. Surveys were conducted with students, faculty, and department heads. The department questionnaire covered different types of graphics capabilities and types of computer resources, including: microcomputers, minicomputers, mainframe interactive mode, and mainframe batch mode. Data collection focused on how much access is needed to complete course requirements, excluding student needs for word processing, library searches, and electronic mail. The type and location of student stations that were needed were determined, along with estimated numbers of hours of access required per course. A service unit was generated to represent the theoretical maximum number of hours that a work station can be used. The departments that need their own terminals were identified, and estimates were made of the personnel needed to supervise all work stations. (SW)

ED 263 814 HE 018 856

Cleveland, Harlan
The Costs and Benefits of Openness. Sunshine Laws and Higher
  Education. AGB Special Report.
**Association of Governing Boards of Universities and Colleges,
  Washington, D.C.**
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Johnson
  Foundation, Inc., Racine, Wis.
PUB DATE- 85
NOTE- 62p.; Supersedes ED 249 851.
AVAILABLE FROM- Association of Governing Boards of Universities and
  Colleges, One Dupont Circle, Suite 400, Washington, DC 20036
  ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports -
  Research/Technical (143)
DESCRIPTORS- *College Administration; *Court Litigation; Definitions;
  *Disclosure; Governance; Higher Education; *Information Needs;
  Laws; *Meetings; National Surveys; Privacy; *State Legislation
IDENTIFIERS- *Sunshine Laws

The impact of sunshine laws on college governance is discussed based on field and legal research, a Wingspread symposium (Racine, Wisconsin, September 4-5, 1984), and a follow-up meeting (Washington, D.C., October 1, 1984). In addition to open meeting laws, the way that the democratic process currently operates, and should work, is examined. A review is provided of: the sunshine laws of all 50 states and their relative degrees of openness, relevant case laws and the opinions of state attorneys general; and the findings of in-depth interviews with a cross section of individuals from six states. The states were selected from among the array of statutes currently laws in effect. From "most open" to "least open," those states are Florida, Montana, Minnesota, Iowa, Texas, and Pennsylvania. The debate about openness is based on issues such as the relative costs and benefits derived by particular colleges, questions of effectiveness in getting things done, and conflicting aims of individuals who seek both participation and privacy. The importance of information as a resource is also addressed. Included are recommendations for reform that take into account the public's right to know and also what each of the various publics has a right to know. Appendices include: definitions of 25 characteristics of openness and a matrix matching states and the characteristics; information on court cases for each state; a list of citations to state sunshine laws; a list of the Wingspread and follow-up meeting participants; and a selected bibliography. (SW)

ED 263 828 HE 018 872

Wright, Douglas A.; Cahalan, Margaret W.

Remedial/Developmental Studies in Institutions of Higher Education
Policies and Practices, 1984.

Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Conference of the American Educational Research Association (Chicago, IL, April 1, 1985) and at the Evaluation Network-Evaluation Research Society Conference, "Evaluation '84," (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Ancillary School Services; Basic Skills; *Developmental Studies Programs; Educational Policy; *Enrollment Trends; *National Surveys; Outcomes of Education; *Postsecondary Education; Private Colleges; *Program Effectiveness; Remedial Mathematics; *Remedial Programs; Remedial Reading; State Colleges; Two Year Colleges; Writing Skills

The extent of postsecondary remedial studies in the United States was investigated in 1983-1984, along with characteristics of current programs, and measures of program effectiveness. Reliable national estimates were sought on: the number and type of courses offered; the percent of students taking remedial courses and recent enrollment changes; and rough measures of remedial program outcomes (e.g., course completion and student retention). Remedial or developmental studies were defined as programs, courses, or other activities for students lacking skills needed to perform college-level work at the specific institution. The national sample of 511 colleges and universities was drawn from the Higher Education General Information System enrollment report of 1982. Eighty-two percent of the schools had at least one remedial/developmental course, and more colleges offered courses in remedial writing (73 percent) and math (71 percent) than in reading (66 percent). In addition to course enrollments, information was obtained on: the level and control of schools offering such studies, types of remedial support services and summer programs, type of credit and requirements, and student retention and program evaluation. (SW)

ED 263 884 IR 011 870

Van Dusseldorp, Ralph, Ed.
Education=Microcomputers, Classrooms, and Children. Proceedings of the Annual Statewide Conference of Alaska Association for Computers in Education (4th, Anchorage, Alaska, April 4-6, 1985).
Alaska Association for Computers in Education, Anchorage.
PUB DATE- Apr 85
NOTE- 195p.
AVAILABLE FROM- Alaska Association for Computers in Education, P.O. Box 4-652, Anchorage, AK 99502 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; Computer Literacy; Computer Software; Conference Proceedings; Elementary Secondary Education; Instructional Material Evaluation; *Microcomputers; *Programing; Programing Languages
IDENTIFIERS- *Alaska; *Computer Uses in Education

These proceedings include 31 papers presented at the 1985 conference of the Alaska Association for Computers in Education. Generally oriented toward the use of microcomputers in elementary and secondary schools, papers deal with both administrative and instructional microcomputer applications. Topics addressed include: microcomputer literacy models, distance education, trends and issues in Logo, computer assisted curriculum development, software copyrights, integrating computer software into the regular school curriculum, PLATO and EDNET, developing courseware to meet the needs of native Alaskans, writing with Quill, Apple Logo projects, use of a microcomputer controlled videodisc player with mentally handicapped students, and sex differences in computer involvement. (JB)

ED 263 928 JC 850 363

Stamm, Judy A.

San Diego City College Final Research Report on the Urban Community College Transfer Opportunities Program.

San Diego City Coll., Calif.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- 84

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Achievement Gains; *College Environment; Community Colleges; *Participant Satisfaction; School Surveys; Student Attitudes; *Student Characteristics; *Student College Relationship; Two Year Colleges; *Two Year College Students; Urban Education

IDENTIFIERS- Urban Transfer Opportunities Program

As part of San Diego City College's (SDCC's) involvement in the Urban Community College Transfer Opportunities Program, two surveys were conducted to accumulate data about the characteristics and experiences of SDCC students. The Cooperative Institutional Research Program American Freshman Survey was administered to 178 students to determine student characteristics, while the College Student Experience (CSE) Survey was used to measure the institutional environment from the students' perspective. Study findings, based on responses from 107 students who completed both surveys, included the following: (1) 60% of the respondents were 25 years old; 65% were women; and 45% were White, 23% Black, 19% Chicano, and 9% Asian; (2) 55% of the respondents attended a high school that was either completely or mostly White, and 51% lived in predominantly White neighborhoods; (3) 53% supported busing as a means of achieving school integration; (4) the academic preparation of the SDCC respondents was below the national average; (5) 41% received financial assistance through a Pell Grant; (6) 48% were working either full or part-time; (7) students rated their strongest gains in vocational training, career information, writing skills, self understanding, interpersonal skills, and self-motivation; (8) students identified their areas of least gain as understanding science and technology and computer knowledge; (9) the aspects of the college environment receiving the highest ratings were vocational education, students, personal relevance, and faculty; and (10) the environmental areas receiving the lowest rating were administrators, critical/evaluative instruction, and aesthetic/creative education. (EJV)

ED 263 942 JC 850 590

Mooney, Kathleen R.
A Preventive Health Care and Safety Curriculum for an Industry.
PUB DATE- 30 Oct 85
NOTE- 23p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Curriculum Development; *Health Education; Health Programs; Inplant Programs; *Labor Education; *Nonschool Educational Programs; Nutrition Instruction; Occupational Safety and Health; *Preventive Medicine; Safety Education; Self Help Programs

The preventive health care curriculum described in this paper was designed for the employees of Autotech Automatic Test Equipment Division in Los Angeles, California. First, the paper describes Autotech, and its health insurance and on-site health facilities. Next, a rationale is provided for offering employees classes on preventive medicine and safety, followed by a statement of the goals and objectives of the curriculum, which include increased productivity and work efficiency and increased employee awareness and control of total body health. After identifying the intended students, the paper provides an annotated list of required and optional minicourses, including: (1) diet courses, such as "Food and You," "Cut Down on Cholesterol," "Low Sodium Diet," "High-Fiber Diet," and "So You've Decided to Be a Vegetarian"; (2) safety courses, including "Safety for Your Children," "Cardio-Pulmonary Resuscitation Certification," "Industrial Safety," "Earthquake Precautions," and "Fire Safety and Electrical Safety"; (3) courses on common diseases, including diabetes, asthma, vascular disease, heart disease, arthritis, cancer, and alcoholism; (4) courses for women, including "Contraceptive Methods" and "Women's Physiology"; (5) pregnancy and motherhood courses, such as "Lamaze Class," "Infant Nutrition," "You and Your Baby," "Childhood Diseases and Immunizations," and "Growth and Development of Your Child"; and (6) exercise classes. The final sections are devoted to the procedure for curriculum implementation; evaluation methods and criteria; and procedures for curriculum revision. (LAL)

ED 263 956 JC 860 001

Moore, Kathryn M.; Twombly, Susan B.
Administrator Mobility: Crossing the Boundary between Two-Year and Four-Year Colleges and Universities.
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Ford Foundation, New York, N.Y.; Teachers Insurance and Annuity Association, New York, N.Y.
PUB DATE- Jan 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Characteristics; *Administrators; Administrator Selection; Career Development; *College Faculty; Colleges; Community Colleges; *Employment Patterns; Higher Education; National Surveys; *Occupational Mobility; Postsecondary Education; Professional Development; Two Year Colleges; Universities

In 1981, a national survey entitled Leaders in Transition was conducted to determine biographical and employment information about upper-level administrators at four-year colleges, as well as information about job characteristics and issues facing administrators and their institutions. The sample consisted of approximately 4,000 administrators from a total population of 20,000 administrators in 1,600 institutions. Study findings were used to investigate the question of institutional crossover, i.e., the specific situation in which current four-year college and university administrators were previously employed at a two-year college. Of the 2,896 respondents to the survey, 170 (5.8%) had at one time held at least one position at a two-year institution. Responses from this group indicated: (1) the largest percentage of two-year college crossovers (52.9%) were currently employed in liberal arts colleges, compared to 39.8% of the general sample; (2) barely 10% of the institutional crossovers were employed in doctoral-granting institutions; (3) the administrative positions most frequently held by two-year college personnel were student affairs officer (8.8%), registrar (7%), dean of continuing education (6%), chief academic officer (5%), and head librarian (5%); (4) like the general sample, the crossover group was comprised mostly of males, between 35 and 50 years of age, who held associate or full professor ranks; (5) the crossover group was better educated than their administrative peers; and (6) in comparison to crossover men, crossover women were more likely to hold two--as opposed to three--degrees, were employed in a smaller number of positions, were more likely to have a mentor, and were younger. A literature review on faculty and administrator mobility is included. (EJV)

ED 263 970 JC 860 018

Status Report on Associate Degrees Awarded by the Illinois Public Community Colleges: Discussion Draft.

Illinois Community Coll. Board, Springfield.

PUB DATE- 18 Oct 85

NOTE- 19p.; Discussed as Agenda Item 14 at a Meeting of the Illinois Community College Board (Springfield, IL, October 6, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Associate Degrees; Community Colleges; *Degree Requirements; Educational Change; *Educational Trends; General Education; Graduation Requirements; Two Year Colleges

IDENTIFIERS- *Illinois

Designed to generate discussion among community college faculty and administrators in Illinois, this report provides an examination of the associate degree as it has evolved in Illinois public community colleges, along with recommended guidelines and alternatives for further development. First, the report reviews the current context of educational reform at national and state levels, suggesting that greater consistency and salience of the associate degree would be achieved nationwide if all two-year colleges adopted the definition and parameters set forth in the American Association of Community and Junior Colleges (AACJC's) October 1984 policy statement. Next, information is presented on the associate degree in Illinois. Trends in degree titles and types of awards are examined, indicating that currently nine different degree titles are used in the state. Problems and issues involved in reducing the number of awards in keeping with AACJC suggestions are identified. The next section focuses on graduation requirements for the associate degrees awarded, presenting tables of general education requirements by college. Three trends in general education requirements are identified in the report: (1) a reduction in the number of courses students may select to meet the distribution requirement at both community colleges and public universities; (2) a renewed emphasis on basic skills; and (3) the appearance of requirements designed to provide graduates with an appreciation of other cultures. (LAL)

ED 264 042 PS 015 543

Lemish, Dafna; Rice, Mabel L.
Television as a Talking Picture Book: A Prop for Language Acquisition.
Kansas Univ., Lawrence.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Spencer Foundation, Chicago, Ill.
PUB DATE- May 84
NOTE- 52p.
GRANT- NICHD-HD-07255; NIMH-HD-07173
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Language; Comparative Analysis; *Infants; *Language Acquisition; Language Research; Longitudinal Studies; Observation; Parent Child Relationship; *Parent Influence; Reading Aloud to Others; *Television Viewing; *Toddlers; *Verbal Communication
IDENTIFIERS- Developmental Patterns

This study provides longitudinal observations of young children's behaviors while viewing television in their own homes, over a time when the children were actively involved in the process of language acquisition. A total of 16 children were observed for a period ranging from 6 to 8 months. At the beginning, their ages ranged from 6 and 1/2 to 29 and 1/2 months. The observations yielded documentation of an overwhelming and consistent occurrence of language-related behaviors among children and parents in the viewing situation. The categories of child and adult talk are reported, with description and examples of each category. Categories of children's verbal behavior included designating through pointing, pointing and speaking unintelligibly, verbal labeling with or without pointing, and pointing with a question; questioning about television content by using "wh" and form questions, questions relating to self, and operative questions; repetition; and description. Categories of caretaker verbal behavior included designating through attention calling, labeling, correcting, and requesting a label; questioning; and parent responses to the child involving repetition, acknowledgement, directing behavior, and answering questions. The categories are compared to those reported for parent-child interactions outside the viewing experience, in particular, joint book reading. A model of television as a talking picture book is proposed. (Author/RH)

ED 264 084 SE 046 191

Reidy, Edward F., Jr.
An Evaluation of Mathematics.
West Hartford Public Schools, Conn.
PUB DATE- Dec 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Analysis; *Elementary School Mathematics; Elementary Secondary Education; *Enrollment Trends; Evaluation; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; *Secondary School Mathematics; *Sex Differences; Student Attitudes
IDENTIFIERS- Connecticut (West Hartford)

This evaluation of mathematics is one of a series of program evaluations conducted on a cyclical basis in the West Hartford (Connecticut) Public Schools. Its purpose is to provide information for program improvement and growth. The evaluation focused on eight questions, and the findings are organized by these questions, concerning: (1) the extent to which students are learning the mathematics content; (2) how well their achievement compares with other students; (3) sex differences in achievement; (4) how many mathematics courses typically are taken in secondary schools; (5) sex differences in the number of mathematics courses taken; (6) the number of students completing honors and advanced placement mathematics courses; (7) sex differences in these courses; and (8) attitudes toward mathematics. The sources of data used to answer the questions are given, and a summary statement concludes each section. The general conclusions are that: (1) West Hartford students are reaching high levels of achievement in mathematics and are developing positive attitudes toward mathematics; and (2) improvement is needed in the emphasis on application skills and in encouraging greater female participation in honors and advanced placement level mathematics courses. (MNS)

ED 263 757 FL 015 366

French as a Second Language Program, Phase One, Grades Four-Six, Levels One-Three.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 84

NOTE- 158p.

LANGUAGE- French; English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Behavioral Objectives; *Class Activities; Curriculum Guides; Educational Objectives; Elementary Education; *FLES; *French; Grade 4; Grade 5; Grade 6; Interviews; Language Proficiency; *Language Skills; Program Design; Resource Materials; Second Language Programs; *Testing; Vocabulary

IDENTIFIERS- ACTFL ETS Proficiency Guidelines; Louisiana

The curriculum guide for French second language programs (FSL) in the State of Louisiana, presented in French with some English introduction, outlines the objectives and design of newly mandated FSL instruction in grades four through six. It was constructed for use with any method or combination of methods of instruction in school systems having sequential programs. The program's philosophy and rationale are outlined, and a chart is provided to assist in using the guide. The program's terminal objectives are presented in chart form, with references to specific linguistic content and appropriate instructional levels, and with cross-references to vocabulary and class activities outlined in subsequent sections. The American Council on the Teaching of Foreign Languages' Oral Proficiency Interview and notes on its administration are included, and a list of print and audiovisual resources is appended. (MSE)

ED 263 914 IR 051 333

Cross, Thomas B.

Building Idea Networks. Corporate Management with Thought Processing.

Cross Information Co., Boulder, CO.
PUB DATE- Jul 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Computer Oriented Programs; *Decision Making; Information Needs; *Information Networks; Information Systems; Language Processing; *Management Information Systems; Man Machine Systems; *Network Analysis; *Organizational Communication; Organizational Effectiveness; Planning; Position Papers

Citing increased attention now focused on networking in organizational contexts, this paper addresses two networking questions related to an organization's strategic purpose: how the organization's formal and informal networking channels are connected, and how they are managed and maintained. Thought processing is defined as a networking system that not only provides a written verbatim log, but a means whereby ideas may be exchanged, clarified, debated, and resolved. Ways in which thought processing can facilitate networking are examined in the context of the relationship between decision-making and the networking system; the development of information-decision systems to provide the proper flow of information among decision points in an organization; the importance of both formal and informal communication; an in-depth analysis of thought patterns to determine natural patterns for the information-decision system; and the increased effectiveness of organizations implementing thought processing. (THC)

ED 264 014 PS 015 487

Mann, Barbara Kay; Sherman, Wendy S.
A Study of the Predictive Validity of the Dallas Preschool Screening Test; and The Predictive Validity of the Dallas Preschool Screening Test using the Hillsborough Early Rating Scale as Criterion.
Florida Educational Research and Development Council, Inc., Sanibel.
PUB DATE- 84
NOTE- 80p.
AVAILABLE FROM- FERDC, P.O. Box 506, Sanibel, FL 33957 ($3.00; 10 discount on orders of 5 or more copies. Orders of less than $20.00 must be accompanied by a check or money order.)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Early Childhood Education; *Kindergarten Children; Learning Problems; *Predictive Validity; *Preschool Children; Preschool Tests; Rating Scales; *School Readiness; *Screening Tests
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Dallas Preschool Screening Test; Developmentally Delayed; Hillsborough Early Rating Scale

The purpose of these studies was to provide information on the Dallas Preschool Screening Test (DPST). While the DPST is widely used in Texas, little research on the instrument exists. Study 1 provides data on the predictive validity of the DPST for total and component scores of the Comprehensive Test of Basic Skills (CTBS). It was hypothesized that the DPST total and partial scores would significantly correlate with the CTBS Reading Total as would a subset of the DPST subtest scores with the CTBS Reading Total score. Subjects were 107 children with Fall, 1981 DPST scores from the Center for Children with Special Learning Needs plus Spring, 1983 CTBS scores from Hillsborough County Public Schools. Although results indicated some significant correlations, the size of the correlations suggested that they have little predictive value. It is recommended that the DPST be used in conjunction with some other measure. A second study of the predictive validity of the DPST investigated the relationship between preschool performance, as measured by the DPST, and kindergarten success, as measured by the Hillsborough Early Rating Scale (HERS); the relationship betwen the CTBS and the HERS also was explored. Subjects were 101 kindergarten children. Results indicated that the DPST had a limited predictive relationship with the HERS and that the CTBS had only a minimal predictive relationship with the HERS. Results suggest that the use of the DPST as a predictor of later school success is questionable. (RH)

ED 264 099 SE 046 259

Water and Health. What We Take from our Environment. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).

PUB DATE- Aug 84

NOTE- 36p.; For other documents in this series see SE 046 255-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($2.55).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Disease Control; *Diseases; Foreign Countries; Health Education; High Schools; *Physical Health; Science Activities; Science Education; *Secondary School Science; *Water; *Water Pollution; Water Resources; *Water Treatment

IDENTIFIERS- *Philippines

Information about the relationship between water and health is provided in this module. Topics considered include: (1) the various uses of water; (2) water demand of individuals in certain communities; (3) water sources; (4) water cycle; (5) pure water; (6) water pollution, focusing on pollution resulting from heat, chemicals, radioactive materials, oils (and suspended solids and colloids), and pathogenic organisms (bacteria, viruses, fungi, protozoa, and helminths); (7) water as a factor for the spread of diseases; (8) water-related diseases; and (9) water treatment. Included in appendices are tables with data on selected characteristics of dwelling units and households, water-related diseases (their entry and exit in man), modes by which certain water-borne diseases are spread, number of cases and death by leading diseases, highest number of cases for several diseases in various regions; and morbidity causes and mortality causes. Also included are suggested individual and group activities related to information in the appendices. (JN)

ED 263 710 EC 180 980

Roeder, Cindy; And Others
The Secret Ingredients in Gifted Children's Productivity.
PUB DATE- 82
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Case Studies; *Creative Development; Elementary Secondary Education; *Gifted; Parent Influence; Parent Role; *Personality Traits; *Productivity; *Teacher Role

Case studies of six gifted productive youth (9-18 years old) were conducted to search for the special environmental conditions and personality characteristics that precede and accompany such productivity. Interviews were held with the students, their parents, and their teachers. Students were also requested to keep a journal to record their feelings about themselves and important others, and information about the origin and development of their creative ideas. Based on observations in the case studies, implications for teachers are noted regarding enhancing productivity. Among implications are that teachers should encourage risk taking and learning to feel "OK" about being wrong; teachers cam model the use of analogies in analyzing and understanding situations; and teachers should realize the scope of positive impact they can have on student creativity and productivity. Among suggestions noted for parents are to listen to their children, provide them quiet and privacy, and promote interactions with professionals in fields of interest. (CL)

ED 263 725 EC 180 996

Opportunities for Success: Cost-Effective Programs for Children. A Staff Report of the Select Committee on Children, Youth and Families, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- Aug 85
NOTE- 39p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cost Effectiveness; *Disabilities; Elementary Education; Employment; Federal Legislation; *Federal Programs; *High Risk Persons; Infants; Medical Services; Prenatal Influences; Preschool Education; Program Effectiveness; Young Children
IDENTIFIERS- Congress 99th

The report highlights eight children's programs found to be fiscally effective by evaluations completed in the last 5 years. Each of the programs is addressed in terms of evaluation findings from specific studies. The following eight programs are examined (sample findings in parentheses): (1) WIC-Special Supplemental Food Program for Women, Infants, and Children (reduction in infant mortality, with largest improvements for populations at higher risk); (2) Prenatal care programs such as Maternal and Child Health Services Block Grant (decrease in prematurity, reduction in low birthweight); (3) Medicaid (fewer abnormalities at periodic exams among children who received Early Periodic Screening Diagnosis and Treatment Prevention services than among those not receiving them); (4) Childhood Immunization Program (dramatic declines in the incidence of many diseases; reduction of hearing impairment, retardation, and other problems; (5) preschool education programs, including Head Start (increased success of children who attended preschool compared with those who did not, positive effects for parents and family); (6) compensatory education (narrowing of the achievement gap between Black and other elementary students); (7) P.L. 94-142, the Education for All Handicapped Children Act (increases in number of students served and in available services, benefits to students who have received special education services); and (8) youth employment and training programs (employability and wage gains, prevention of school enrollment declines in Youth Incentive Entitlement Pilot Projects). (CL)

ED 263 772 FL 015 393

Giauque, Gerald S.
Teacher's Pets and the Learning Process.
PUB DATE- Oct 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; College Students; Higher Education; Second Language Instruction; *Student Attitudes; *Student Motivation; *Student Participation; *Teacher Student Relationship

Even college students often hesitate to appear too intellectual or participate in class very much. Some students are non-identifying students, with antipathy for teachers, and some are identifying students with a good self-concept as learners and neutral or empathetic feelings for teachers. The teacher's dilemma is to devise techniques to produce identification in students, either by acquiring characteristics so that he or she will appear similar to the students, as many young teachers do, or by providing incentives to draw students toward them. The "Natural Approach" to language instruction does not demand active participation from students, but some teachers feel this approach does not deal with some students' high affective filter. Another approach taken is a collaborative one, encouraging students to participate by means other than calling on them. One teacher's technique is to ask students to write a star on their homework if they have volunteered in class that day, and when some still resist participating, to make volunteering a privilege rather than a duty by allowing fewer answers in the course of a class than there are students. This subtle pressure to participate has been found to be effective in most cases and has improved overall classroom communication considerably. (MSE)

ED 263 787 FL 015 412

Liskin-Gasparro, Judith E.
Foreign Language Oral Proficiency Testing: An Organizing Principle for Instruction.

PUB DATE- 84
NOTE- 18p.; Paper presented at the annual meeting of the National Council on Measurement in Education (New Orleans. LA, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conversational Language Courses; *Curriculum Design; Educational Objectives; Higher Education; *Interviews; *Language Proficiency; *Language Tests; Program Evaluation; *Rating Scales; Secondary Education; Second Language Instruction; *Speech Communication; Student Evaluation; Test Use
IDENTIFIERS- *ACTFL ETS Proficiency Guidelines

The oral proficiency interview, a one-to-one conversational interview structured to elicit the best performance the student can sustain, is based on a scale and test developed 30 years ago by the Foreign Service Institute. Interest in it has increased substantially in recent years, and further research and development of the measure for use in a variety of situations have been undertaken. It was found that, as a result of a training course given to test administrators, some teachers altered the curriculum, classroom activities, materials, and pace of instruction to help students cross the major thresholds between one proficiency level and the next. Several curriculum development projects have grown out of the American Council on the Teaching of Foreign Languages/Educational Testing Service (ACTFL/ETS) oral proficiency projects, including one aimed at restructuring a secondary-level French program based on the ACTFL proficiency guidelines and one creating a fourth-year college conversation course designed to move students from the intermediate to the advanced level. The ACTFL/ETS guidelines and tests based on them can serve as an organizing principle for curriculum development and provide a basis for the elaboration of end-of-course goals. They have been found to be more effective than other instructional strategies in helping students emerge from language study with a usable level of language skill. (MSE)

ED 263 801 HE 018 843

Boyer, Susan P.; Sedlacek, William E.

A Profile of Incoming Freshmen at the University of Maryland, College Park, 1984. Research Report No. 14-84.

Maryland Univ., College Park. Counseling Center.

PUB DATE- 84

NOTE- 19p.; Study done in cooperation with the Orientation Office, and supported by University of Maryland Computer Science Center.

AVAILABLE FROM- Counseling Center, Shoemaker Building, University of Maryland, College Park, MD 20742.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Aspiration; College Choice; *College Freshmen; Educational Background; *Education Work Relationship; Family Characteristics; Higher Education; Institutional Research; Occupational Aspiration; *State Universities; *Student Attitudes; *Student Characteristics; Student College Relationship

IDENTIFIERS- *University of Maryland College Park

Results of the University New Student Census and the Mini Census completed by 1,655 freshmen entering the University of Maryland, College Park (UMCP), are presented. Half of the incoming freshmen were male and half were female, and 84 percent were White, 9 percent were Black, 5 percent were Asian American, and 3 percent were Hispanic. Important educational objectives were learning skills directly applicable to career goals (45 percent) and deciding on a career (19 percent). Thirty-three percent stated their primary reason for staying to complete a degree was to meet requirements for their chosen career, 25 percent persisted because they perceived that college graduates find better jobs, 7 percent believed that college graduates earn more money, and 20 percent felt that they must have the degree to enter graduate or professional school. Fifty-nine percent of the students related that UMCP was their first choice of schools. Information is also presented on: students' religious background, family characteristics, place of residence, educational background, living accommodations, expectations of college, attitudes toward college student concerns, personal philosophy, extracurricular activities, UMCP social responsibilities, and male-female differences. (SW)

ED 263 829 HE 018 873

Anderson, Philip M.
Re-examining the Master of Arts in Teaching Program.
PUB DATE- 1 Apr 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Choice; College Programs; *Degree Requirements; English Teacher Education; Higher Education; *Masters Degrees; *Preservice Teacher Education; Program Evaluation; Social Studies; Student Teaching; *Teaching (Occupation)
IDENTIFIERS- *Brown University RI

The Masters of Arts in Teaching (MAT) program at Brown University is described, along with its evolution and contribution to teacher training. Currently the MAT focuses on preparing teachers of English and Social Studies. Eight courses are required, four in education and four in the academic discipline. The program begins with a 6 and 1/2 week summer session, followed by two semesters of study, one in full-time graduate study and the other primarily in student teaching. Practice teaching is 16-18 weeks, during which the student is assigned to a cooperating teacher and is responsible for two of the teacher's classes on a full-time basis. Admission to the MAT program is competitive. All 16 students in the 1982-1983 class graduated from private liberal arts institutions. Reasons given by the 10 female and 6 male students for pursuing teaching included the opportunity to continue interests in subject matter after college and interest in adolescents. Reasons for selecting the Brown University program included: the prospect of doing graduate study in the major (English); the program at Brown University had fewer number of education courses required; the prospect of immediate teaching in the summer laboratory school; and the school's placement record. MATs and certification trends are also discussed. (SW)

Johnstone, D. Bruce
Looking toward Financial Aid's Future.
PUB DATE- 6 May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Association of Student Financial Aid Administrators (Boston, MA, May 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; College Students; Economically Disadvantaged; *Federal Aid; *Financial Policy; Higher Education; *Low Income Groups; Need Analysis (Student Financial Aid); Parent Financial Contribution; Private Colleges; State Colleges; *Student Financial Aid; Student Responsibility
IDENTIFIERS- *College Costs

Principles underlying state, federal, institutional, and family policies and practices toward student financial aid in the United States and five adverse forces that work against these principles are considered by the president of the State University of New York, College at Buffalo. The principles concern: access to higher education, including private institutions; matriculating students regardless of their ability to pay for college and price discounting for some of these students; parent and student financial responsibilities; and state and federal government roles in providing financial support. The five forces are: (1) the serious eroding of the assumption of parental financial responsibility; (2) seeming loss of public (taxpayer) support for the goal of federal financial aid or for maintaining the current federal share of college costs; (3) crumbling of the old college compact that once agreed to avoid price warfare and to concentrate available resources on the needy; (4) increasing vulnerability of the entire financial aid system, and possibly of entire higher educational sectors, to the methodology and timing of financial aid awards; and (5) intersector rivalries. Attention is directed to the likely effect of these forces, particularly on the current balance of financial responsibility among parent, student, and taxpayer. (SW)

ED 263 857 HE 018 908

Hansen, W. Lee

The Growth of Independent Students and the Incentive to Become Independent. Program Report 85-12.

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 28p.; For related documents, see HE 018 904-910.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; *College Students; *Definitions; *Dependents; *Eligibility; Federal Aid; Higher Education; Longitudinal Studies; Nontraditional Students; Parent Financial Contribution; *Self Supporting Students; State Standards; *Student Financial Aid
IDENTIFIERS- *California; Pell Grant Program; University of Wisconsin System

Reasons for the increasing numbers of independent college students are considered, with attention to the provision for independent students in the Basic Educational Opportunity Grant (Pell) program. The availability of grants to independent students may have two consequences: college students under age 22 with access to parental resources might take steps to gain independent status; and individuals over 25 who have not attended college might enter higher education. In classifying independent students, California examines the students' situation in the current and 3 preceding years, in contrast to information on only the current and prior year that is used by the federal government to determine eligibility for Pell grants. The extent that enrolled students shift from dependent to independent status is assessed, based on data from the California Survey of Student Expenditures and Resources for 1979-1983, and longitudinal data for freshmen entering the University of Wisconsin System in fall 1979. Based on the limited available evidence, it is concluded that the incentives for students under age 25 to change their status are not that substantial. Reasons for the growth of students over age 25 need to be explored. (SW)

ED 263 885 IR 011 871

Smorodin, Ted; And Others
Educational Computing in New Jersey: A Resource Guide. PTM 400.06.
New Jersey State Dept. of Education, Trenton. Div. of General Academic Education.
PUB DATE- Apr 84
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Databases; Directories; *Educational Resources; Elementary Secondary Education; Evaluation Methods; *Inservice Teacher Education; Instructional Innovation; *Microcomputers; Online Systems; Organizations (Groups); Periodicals; Resource Materials; State Departments of Education; Worksheets
IDENTIFIERS- *Computer Uses in Education; *New Jersey; Software Evaluation; Vendors

This guide is designed to help both novices and "sophisticates" in educational computing to gather the information and materials they need to plan, implement, and evaluate computer-based school programs. Starting with a glossary of technical terms and ending with an extensive bibliography, the guide gives information about the major periodicals in the field, lists a number of evaluation tools for both software and hardware, and provides information about the state contract vendors of microcomputing equipment and supplies. Other sections list the names and addresses of resource people in the state, including county, regional, and central office staff; user groups; school district cooperatives; institutions that offer inservice training; and suggested course outlines for those districts that prefer to conduct their own inservice programs. Another major section contains the names, addresses, and telephone numbers of all major--and many minor--producers of microcomputing equipment and supplies; the current listing contains almost 200 manufacturers. Designed to serve as a "Yellow Pages" for educators looking for information about microcomputing in school settings, this guide will be kept up to date by the publication of changes in NewsCLIPS, the newsletter of the New Jersey Educational Technology Unit. Additions and changes solicited from the users of the guide will be published in the same manner. (JB)

ED 263 900 IR 011 887

Russ-Eft, Darlene F.

Use of the New Technologies in Training in Business and Industry.

PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Employee Attitudes; *Industrial Training; Instructional Design; *Instructional Systems; Management Development; Man Machine Systems; Microcomputers; Technological Literacy; *Training Methods

For this discussion, new technologies are defined as specially designed training systems based on microcomputers that incorporate high resolution color displays, special input devices for responses, laser videodiscs for storage of stimulus materials, and hard disk storage for programs and responses. Such systems have several advantages over existing training options in business and industry--e.g., reduced time needed for training--and more effective, individualized instruction results from utilizing computer based training. In addition, the computer can track, analyze, and present results quickly and meaningfully. Computer simulations provide the opportunity to present trainees with experiences that go beyond those available through textbook materials and classroom settings. However, three major issues should be considered when introducing new technologies into industrial training programs: the needs of those who will be using the system, the attitudes and reactions of trainees, and the attitudes and reactions of the trainer. A list of references completes the paper. (JB)

ED 263 971 JC 860 023

Scott, Anne

Placement & Transfer Report, 1985.

Broome Community Coll., Binghamton, NY.

PUB DATE- Dec 85
NOTE- 139p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Graduates; *College Transfer Students; Community Colleges; *Employment Patterns; Followup Studies; School Surveys; Two Year Colleges; *Two Year College Students

In October 1985, Broome Community College (BCC) conducted its eleventh annual graduate survey. The survey was administered in-person during graduation rehearsal, and also mailed to those who did not attend rehearsal. Study findings, based on a 93% response rate, included the following: (1) 1183 students graduated from BCC as members of the class of 1985; (2) 91% of the responding graduates found employment (50%) or transferred to four-year colleges or technical schools (41%); (3) only 6% were unemployed, the lowest percentage in 11 years; (4) the average annual salary of the working graduates was $14,239, with a range between $6,968 and $24,000; (5) among the employed graduates, 85% went to work in Broome County or the Southern Tier; (6) the top employers of BCC graduates were large industries in New York State, retail stores in Broome County, and small businesses in Broome County; (7) 61% of the respondents indicated that their current job was directly related to their academic curricula; and (8) among the graduates who transferred, 65% enrolled in the State University of New York system. Data tables showing survey responses by program and the survey instrument are appended. (Author/EJV)

ED 263 985 PS 015 433

Lehrman, Karen; Pace, Jana

Day-Care Regulation: Serving Children or Bureaucrats? Cato Institute Policy Analysis No. 59.

Cato Inst., Washington, DC.

PUB DATE- 25 Sep 85

NOTE- 24p.

AVAILABLE FROM- "Policy Analysis," Cato Institute, 224 Second Street, SE, Washington, DC 20003 ($2.00 each; $1.00 each in bulk).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Certification; Child Abuse; *Day Care; Early Childhood Education; Health; Local Government; Parent Responsibility; *Policy Formation; Safety; *State Programs; *State Standards

IDENTIFIERS- *Deregulation; *Regulatory Agencies

If the supply of day care is ever to keep pace with the rapidly rising demand, it is essential that there be a favorable climate for its growth. At present there is not, and the regulatory obstacle course laid out by state and local officials is in large part why. State barriers to the provision of day care involve licensing and registration and staff/child ratios, whereas local barriers to the expansion of family day care concern zoning regulations and building, fire, and health regulations. Local barriers to the expansion of day care centers also exist. Regulations to prevent child abuse in day care settings may deter dedicated and caring individuals from entering the day care market. The deregulation of child care can begin with registration and parental supervision, the dismantling of local regulatory barriers, and the implementation of private sector alternatives to state oversight. Without the false sense of security provided by government standards, parents would take more responsibility for the well-being of their children. Moreover, through unregulated competition, day care facilities and services can supply parents with something even more fundamental - freedom of choice. (RH)

ED 263 999 PS 015 464

Lynch, Patrick D.
Family, Culture and Achievement in the Primary Schools of Botswana.
PUB DATE- Apr 85
NOTE- 20p.; Paper presented at the Annual Convention of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Rating; Achievement Tests; Democracy; Educational History; *Educational Improvement; *Educational Policy; Educational Quality; *Elementary Education; Foreign Countries; Modernization; Parent Student Relationship; Rural Urban Differences; School Surveys; *Social Influences; *Sociocultural Patterns; Teacher Education; Traditionalism; Tribes
IDENTIFIERS- *Botswana

This paper traces the development of the educational system of Botswana, a small south African country of one million, emphasizing its democratic origins and customs, historical influences, social trends, and economic support. Changes in the educational system, especially in universal primary education, since its independence from Great Britain in 1967 are discussed. Efforts to improve educational quality focus on reform of primary teaching methods, teacher preparation, and curriculum. Attempts to modernize the curriculum are also being made by the government, although the consequences for the traditional culture and pastoral economy of Botswana seem uncertain. Examined in the paper is the "two school culture" of Botswana, i.e., the rural, traditional, culture and the urban, modern culture. The author argues that the cultural differences between the rural and urban families are not so profound as in other countries; nevertheless, results reported from the 1982 primary school survey of 60 representative schools may indicate that school achievement reflects emerging differences between the two cultures. (DST)

ED 264 029 PS 015 511

Lowenthal, Barbara
Stress Factors and Their Alleviation in Parents of High Risk Preterm Infants.

PUB DATE- 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Emotional Response; *Health Personnel; High Risk Persons; Intervention; *Parent Attitudes; *Premature Infants; *Stress Management; *Stress Variables

The word "stress" all too often describes the emotional state of a parent after the premature birth of a high risk infant. Research studies indicate specific reasons for parental stress in the context and settings associated with the premature birth of a child. Such reasons include lack of preparation for the early birth, the immature appearance and behavior of the infant, the grieving process in the parents, and the unfamiliar and frightening atmosphere of the neonatal intensive care unit. In this paper strategies for alleviation of these parental stress factors are proposed for utilization by the professional health care team. (RH)

ED 264 057 RC 015 530

Governor's Task Force on Immigration: Final Report.
PUB DATE- Jun 84
NOTE- 78p.; Appendix contains small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Legislation; *Federal Regulation; Hearings; *Immigrants; International Relations; Labor Conditions; *Migrant Problems; Migration; *Policy Formation; Public Policy; Sanctions; *Undocumented Immigrants
IDENTIFIERS- Amnesty; Asylum; *Immigration Legislation; Impact; *Texas

Texas Governor Mark White established a 28-member Governor's Task Force on Immigration on March 24, 1983 to: (1) examine the impact on Texas and its citizens of the legislative issues in the proposed federal Immigration Reform and Control Act of 1983; (2) hold public hearings to gain input from citizens, business, industry, labor, ranching and farming; (3) develop a Texas position on the legislation; and (4) develop strategies for affecting the national legislation. In this final report of the task force, separate sections address each major component of the proposed legislation: employer sanctions, enforcement, legal immigration, temporary workers, legalization (amnesty), federal reimbursement, and asylum. Other sections offer suggestions regarding the United States-Mexico relationship and aspects of documentation not directly addressed in the bill. Each section includes a discussion of the issues, particularly as they affect Texas, a summary of testimony on the issue before the task force, and specific recommendations (with rationale for each) pertaining to the issue. The executive order establishing the task force is appended. (NEC)

ED 264 071 RC 015 549

Interstate Migrant Secondary Services Program, 1984-1985. Performance Report.

State Univ. of New York, Oneonta. Coll. at Oneonta.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.

PUB DATE- Oct 85

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Agency Cooperation; Curriculum Development; Dropout Prevention; *Educational Cooperation; *Educational Improvement; *Interstate Programs; Migrant Education; *Migrant Programs; *Program Effectiveness; Program Evaluation; School Districts; Secondary Education; State Departments of Education; Student Needs; Student Records; *Technical Assistance; Transfer Policy

IDENTIFIERS- *Interstate Migrant Secondary Services Program

For the 1984-85 funding cycle the Interstate Migrant Secondary Services Program established and successfully met 10 objectives related to 3 major goals: (1) assist local and state education agencies (LEA's and SEA's) to improve migrant students' access to junior and senior high school services in the areas of instructional opportunities, credit accumulation, program continuity, counseling, and support services; (2) serve as advocates for migrant junior and senior high school students; and (3) enhance the national communication network among LEA's and SEA's in areas affecting education for migrant secondary students. Outstanding features of the year's work included improvements to the Migrant Student Record Transfer System reporting form for secondary students, reductions in program costs, and curriculum development projects that made migrant secondary summer school programs more responsive to students' academic needs, and provided technical support to four states using the Portable Assisted Study Sequence--an alternative credit completion program. Other activites were: the publication of a newsletter distributed to over 1,600 educators in 50 states; technical assistance and training for SEA and LEA personnel in 19 states; on-site contacts with 53 SEA/LEA's; and presentation of 20 training sessions and workshops. (JHZ)

ED 263 741 FL 015 189

Ingram, David E.; Wylie, Elaine

An Overview of Language Testing with Particular Reference to Indonesian in Australian Schools.

PUB DATE- May 85

NOTE- 25p.; Paper presented at the National Convention of the Indonesian Cultural and Educational Institute (1st, Melbourne, Australia, May 15-21, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; Educational Objectives; Foreign Countries; Formative Evaluation; *Indonesian; *Language Proficiency; *Language Tests; Native Speakers; Second Language Learning; Summative Evaluation; *Test Construction; Testing; *Test Use

IDENTIFIERS- *Australia

While a broad range of tests is available for second language testing, two of the basic approaches are developmental and non-developmental testing. The former is based on psycholinguistic evidence that language development is systematic, with all learners progressing through the same stages. The latter includes content selected in an ad hoc manner, on a linguistic or behavioral basis, with items and techniques chosen largely on the intuitions and experience of the examiner. The Australian Second Language Proficiency Ratings (ASLPR), a rating scale assessing general proficiency, is developmental in structure and is of the type that is most appropriate when the aim of the instruction is to develop practical second language proficiency. While the test, which can be adapted to any language, exists in a basic version for English as a second language and several other languages, development of a version in Indonesian would assist in testing learners of Indonesian as a second language. (MSE)

ED 263 758 FL 015 367

Garner, Lucia Caycedo; Rusch, Debbie

Warming Up to Communication.

PUB DATE- Apr 85
NOTE- 15p.; Paper presented at the annual meeting of the Central States Conference on the Teaching of Foreign Languages (17th, Kansas City, KS, April 11-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Classroom Techniques; *Educational Games; Elementary Secondary Education; *Group Activities; *Second Language Instruction; *Student Participation

Daily warm-up exercises are advocated as a means of bridging the gap between previously unrelated activities outside the classroom and immersion into the second language, relaxing the class, and establishing a mood for communication. Variety, careful preparation, assuring that the students understand the activity, feeling free to discontinue an activity that is not working, and extending the activity over several days or into another activity when it is working, are suggested as classroom techniques. Fifteen warm-ups are described for activities including a detective game, mime, information-seeking, giving instructions, a dating game, description, map-making, question-answering and reporting, explanation, and guessing and observation. Notes on developing small-group activities are also included. (MSE)

ED 263 815 HE 018 857

Gardner, John W.; And Others

Cooperation and Conflict. The Public and Private Sectors in Higher Education. AGB Special Report.

Association of Governing Boards of Universities and Colleges, Washington, D.C.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.

PUB DATE- 85

NOTE- 71p.

AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($10.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- *Competition; Financial Support; Government Role; *Higher Education; *Intercollegiate Cooperation; Local Government; *Private Colleges; *Public Policy; State Colleges; State Government; Student Recruitment

IDENTIFIERS- Illinois; Maryland; New York; North Carolina; Pennsylvania; *Public Colleges

Relations between the public and private sectors of higher education are discussed. In the first chapter, John W. Gardner provides a historical perspective to the recent conflict in some states between public and private colleges and universities. In addition to discussing the pluralism and diversity that have characterized U.S. colleges and universities, he suggests that public-private college differences should be seen in the larger context of shared goals, interests, and values. Next, Robert H. Atwell provides a view from Washington, or the perspective of the national associations. He discusses sources of institutional funding and competition for funds and for students, and suggests that the states and communities will have a major role in keeping the dual system of higher education unified. A discussion of intersector issues is provided by Robert O. Berdahl. He reports the results of a survey of Pennsylvania, Illinois, Maryland, North Carolina, and New York. A total of 405 responses were received to questionnaires mailed to public policy liaison trustees and presidents. The survey sought information on the conditions of relations between the sectors, the issues that join and divide public and private institutions, and the policies and mechanisms that affect intersector relations at the state level. (SW)

ED 263 871 IR 011 822

Lavin, Richard
Technology Applications in Basic Skills (TABS). Year One Report-1984.
Merrimack Education Center, Chelmsford, Mass.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.
PUB DATE- 1 Jan 85
NOTE- 179p.; For related document, see IR 011 823.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Case Studies; *Computer Literacy; *Curriculum Development; Curriculum Evaluation; *Educational Technology; *Federal Programs; Formative Evaluation; *Instructional Improvement; Instructional Innovation; Junior High Schools; Learning Modules; *Microcomputers; Models
IDENTIFIERS- Computer Uses in Education

This report presents the design, organization, and findings of a federally funded project implemented in three Northeastern Massachusetts towns (Burlington, Lunenburg, and Tewksbury), which demonstrated the application of computer technology to school improvement, specifically in the areas of writing, problem solving, and research/study skills in grades 6 through 8. Project purposes are given, as well as reasons for the study, which was designed to address these specific problems: purchase of computer hardware without adequate instructional systems design; introduction of microcomputers and plans for computer literacy instruction with minimal attention paid to present subject matter curriculum; little staff instruction on how to integrate the microcomputer into the existing curriculum or how the technology might alter the curriculum, and lack of systematic methods for courseware evaluation. The project background and setting are described, as well as a list of findings from the first year. Components of the project design are given, including a rationale for the project, project needs, the program development model, the assumptions for the conceptual approach, and the flexibility of the instructional program. Program implementation in each of the three school sites is described, with particular attention given to specific information on technology and the curriculum; hardware, software and other materials; and staff development and training. The report's concluding sections include descriptions of project assistance, project organization and management, and evaluation methods for determining the success of the program implementation. The latter half of the report presents a six-page bibliography and 10 appendices, which include learning module formats, a summary of hardware and software, teacher development college course descriptions, teacher computer skills inventory, and lists of program and behavioral objectives. (JB)

Avery, Chris; And Others
A Microcomputer Lab for Algebra & Calculus.
De Anza Coll., Cupertino, Calif.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Algebra; *Calculus; Community Colleges; *Computer Assisted Instruction; *Learning Laboratories; *Mathematics Instruction; *Microcomputers; Program Descriptions; Two Year Colleges

An overview is provided of De Anza College's use of computerized instruction in its mathematics courses. After reviewing the ways in which computer technology is changing math instruction, the paper looks at the use of computers in several course sequences. The instructional model for the algebra sequence is based on a large group format of lectures supported by closely monitored laboratories, in which the computer acts as tutor and skill builder. The software for the calculus sequence allows students to picture relationships quickly using the hi-resolution graphics of the Apple computer, which can numerically perform concepts such as limits, differentiation, and integration at the touch of a key. The microcomputer lab supports both engineering calculus, which employs an open lab format to explore the ideas of calculus in a graphical intuitive as well as numerical setting; and business calculus, which employs a series of lab assignments on supply and demand, consumer surplus, annuities, and other problems of economics and finance. The software for the statistics course goes beyond the concepts of skills and tools to place the students in a simulated environment with a number of analytical and simulation methods at their disposal. Attachments include a list of current software titles, student information and typical lab assignments for intermediate algebra and a sample of calculus lab assignments. (AYC)

ED 263 943 JC 850 591

Newton, Sandra S.
Using the Word Processor in Composition.

PUB DATE- Oct 85
NOTE- 24p.; Paper presented at the Northeast Regional Conference of the National Council of Teachers of English (Portland, ME, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Individualized Instruction; Postsecondary Education; *Word Processing; *Writing (Composition); *Writing Instruction; Writing Processes; Writing Skills

The use of word processing in composition classes provides the student with both the opportunity to experience a significant technology and the ability to improve the mechanics and style of their writing. Word processing software has many benefits over "drill and practice" programs, "dialogue" software, and "whole process" programs, since word processing software is readily available and a flexible learning tool. When used directly by the student, word processing makes all stages of the composing process (i.e., drafting, writing, and revising) easier and more meaningful. When used by the instructor, word processing software makes possible a higher degree of individualization in the classroom. As long as the program is capable of storing files and formatting output, it streamlines the exchange of information and the creation of well-presented material. More sophisticated word processors have even greater capabilities, and allow for greater flexibility in manipulating material through features such as embedding (which allows remarks to be inserted into documents on the screen but not to be printed out onto paper); split screens (which allow the writer to keep in sight two different parts of the composition); inserting material; global search (which allows the writer to rapidly search a document for intrusive or annoying repetitions of a word or phrase); word wrap (which automatically moves whole words from the end of one line to the beginning of the next); and spelling check features. (LAL)

ED 263 957 JC 860 002

Smith, Alan D.

Occupational Education and College-Parallel Programs of the Two-Year College: Transfer and Credit Articulation Controversy.

PUB DATE- 84

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); Colleges; *College Transfer Students; Community Colleges; Higher Education; *Intercollegiate Cooperation; Postsecondary Education; School Business Relationship; *Transfer Policy; *Transfer Programs; Two Year Colleges; Universities; *Vocational Education

A review is provided of current developments, problems, and issues in the areas of articulation and transfer between two- and four-year colleges. First, a discussion is provided of the nature of the two-year college and its curriculum, with particular emphasis on general education and on the effects of a commuting student body on the curriculum. Next, college-parallel and occupational programs are contrasted in terms of their historical place in the curriculum and enrollment trends. The next section addresses major problems of transfer and articulation, looking at the particular difficulties faced by occupational students, internal problems posed by general education requirements, and the reverse transfer trend. Following a working definition of articulation, the paper considers issues related to the formation of policy for articulation and transfer and presents a series of case studies illustrating projected institutional policies for the transfer of credit that would facilitate a working definition of articulation. A three-page bibliography concludes the paper. (EJV)

ED 264 043 PS 015 544

Rice, Mabel L.; Haight, Patti L.

The "Motherese" of Mr. Rogers: A Description of the Dialogue of Educational Television Programs.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD.; Spencer Foundation, Chicago, Ill.

PUB DATE- 85

NOTE- 27p.

GRANT- NICHHD-HD-07255

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Child Language; Comparative Analysis; *Dialogs (Language); *Discourse Analysis; *Educational Television; *Grammar; *Language Acquisition; Narration; Program Content; Young Children

IDENTIFIERS- Mean Length of Utterance; *Mister Rogers Neighborhood; *Sesame Street; Simplification (Language)

Dialogue from 30-minute samples from "Sesame Street" and "Mr. Rogers' Neighborhood" was coded for grammar, content, and discourse. Grammatical analysis used the LINGQUEST computer-assisted language assessment program (Mordecai, Palen, and Palmer 1982). Content coding was based on categories developed by Rice (1984) and consisted of counts of immediacy, emphasis, nonliteral meanings, novel words, and explicit instructions regarding the interpretation of content. Discourse categories were four types of narratives proposed by Health and Branscombe: recounts, accounts, event casts, and stories. Findings indicated that the programs' dialogue was appropriate to young viewers, showing adjustments like those made by adults speaking to young children. Mean length of utterance was comparable to that of adults in interactions with children, the ratio of different words to total words equaled that of young children's language, sentence structure was simplified, and there was a pronounced emphasis on the here and now, as evidenced by a majority of present tense verbs, a high proportion of utterances about immediately visible topics or referents, and a preponderance of event casts as narrative structure. Repeated instances of linguistic emphasis were found, with frequent repetition of key terms. Both programs avoided complex word forms. Overall, the dialogue of educational children's programs follows the constraints and adjustments found in adults' child-directed language. (Author/RH)

ED 264 085 SE 046 212

Raat, Jan H.; de Vries, Marc
Technology as an Element of General Education: Characteristics and Themes of the Project Physics and Technology.
Eindhoven Univ. of Technology (Netherlands).
REPORT NO.- N&T-85-12
PUB DATE- Aug 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *General Education; *Physics; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Student Attitudes; Technological Literacy; *Technology
IDENTIFIERS- *Netherlands; *Physics and Technology Project (Netherlands)

The need and impacts of technology are addressed in this report from the Netherlands. The position is stated that technology should be made a part of general education because of its growing influence on politics, social relations, and the economy. Topics addressed include: (1) the need for technology as an element of general education (outlining reasons in society and schools that necessitate technology's inclusion in the curriculum); (2) elements of technology that should be implemented in the curriculum (listing key assumptions); (3) strategies for incorporating technology into the general education curriculum (recommending that technology exists as a separate subject and/or as a part of the physics curriculum; (4) characteristics of the project Physics and Technology (discussing the procedures and processes involved in the project); and (5) themes of the project Physics and Technology (presenting the four current themes and also titles of five potential topic areas). Appendices contain a summary of conceptions and attitudes about technology from 13-year-old students and tables of contents for the identified themes of the Physics and Technology project. (ML)

A Review of Montclair's Special Education Program.

PUB DATE- Sep 85
NOTE- 30p.
AVAILABLE FROM- Montclair Association for Special Education, c/o Judith Kahan, 1127 South Mountain Ave., Montclair, NJ 07042 ($3.50 includes postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Parent Associations; Parent Role; *Program Evaluation; Special Education
IDENTIFIERS- *New Jersey (Montclair)

The report presents findings of a parent-organized and parent-conducted evaluation of special education services in

Montclair, New Jersey. Parents visited classrooms (resource rooms and self-contained classes) and interviewed staff. Findings and recommendations address the following topics: identification of children (classification by school and service); programs (class size limits and service delivery options); administrative personnel; special education faculty and staff; educational facilities (violations of state code); the issue of early identification of learning disabled students (options of retention or participation in the Basic Skills Improvement Program and reasons for resistance to early identification); the issue of labeling; the status of informing parents about their legal rights; budget information (comparison of average costs of educating handicapped students in the district with state average); and curriculum (needs for increased use of computers in the high school and for guidance counselors in secondary programs). (CL)

ED 263 915 IR 051 336

Sheehan, Bernard S.; Newsted, Peter R.
Information Support for Planning in Academic Subunits. WP No. 18-84.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 9 Jul 84
NOTE- 43p.; Paper presented at the Annual International Conference of the Society for College and University Planning (19th, Cambridge, MA, July 9, 1984).
GRANT- SSHRCC-410-83-0023
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Deans; *Department Heads; *Educational Planning; Educational Research; Foreign Countries; Higher Education; Information Needs; *Information Services; *Information Systems; Information Utilization; *Microcomputers; Position Papers; School Administration
IDENTIFIERS- Canada; *University of Calgary (Canada)

Computer-based support services needed by individual planners/managers in small academic units (deans' and department heads' offices) within a larger higher education environment should provide the capability to interact easily and inexpensively with powerful information systems which allow the planner to integrate data from several sources, test alternative plans, prepare reports, and communicate with other information systems, all without the need for expensive technical support. This paper: (1) reviews the literature on typical information services for planning; (2) shows how normal campus data processing services, useful for the majority of users, have inherent limitations when it comes to the support of individual planners; and (3) presents a case study and describes some general lessons learned about personal use of microcomputers through studying one campus administrator. (THC)

ED 264 015 PS 015 489

Cook, Jackqueline T.
Child Daycare.
REPORT NO.- ISBN-0-89881-020-5
PUB DATE- 85
NOTE- 136p.
AVAILABLE FROM- Edmunds Enterprises, P.O. Box 14471, Oakland, CA 94614 ($8.95 plus $1.50 shipping and handling. California residents add 6.5 percent sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Day Care Centers; *Delivery Systems; *Economic Factors; *Family Day Care; Financial Support; Information Services; Needs Assessment; Public Policy; Referral; *School Age Day Care; Social Change; *Standards
IDENTIFIERS- *Parent Cooperatives; Research Results; State Regulation

Based on the thesis that the absence of adequate child care resources in the United States presents a crisis not only for the child but for the parent, the employer, and society as a whole, this book provides an overview of that crisis in child day care. Part 1 briefly indicates the dimensions of the crisis; discusses the historical antecedents of the crisis, from early industrialization in England to the impacts of the New Federalism in the United States; and focuses on socioeconomic factors bearing on the crisis. Part 2 describes some of the major components of the informal child day care delivery system and gives a few examples of the types of programs in operation, including centers, Mom and Pop programs, corporate child care, work-site programs, military programs, family day care homes, parent cooperatives, and school-age care. Characteristics of child day care services are pointed out. Part 3 focuses on policy and program issues--the economics of child day care, regulations and standards, the delivery system, research, policy boards, and, very briefly, related global issues. Part 4 centers on solutions, such as strengthening existing services, information and referral, expanding services, decreasing the need for services, and, extensively, resource mobilization. Appended is a list of national organizations supportive to child advocacy. (RH)

ED 264 030 PS 015 512

Hatch, J. Amos
Child-to-Child Interactions: Findings and Implications from a Naturalistic Study in Kindergarten.
PUB DATE- 20 Jun 85
NOTE- 26p.; Paper presented at the Association for Childhood Education International Study Conference (San Antonio, TX, June 18-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affiliation Need; *Classroom Environment; *Interpersonal Competence; *Kindergarten Children; Modeling (Psychology); Naturalistic Observation; Peer Acceptance; Peer Evaluation; Peer Influence; *Peer Relationship; Primary Education; Psychological Needs; *Social Behavior; *Teacher Role; Teaching Methods

The contributions of peer interaction to the development of social competence in kindergarten children are discussed in terms of research findings and implications for teachers. Using naturalistic methodology, social behavior was studied by observing interactions among children in classroom settings without direct adult supervision. In peer interactions, children were seen accomplishing social goals in three domains: affiliation goals, competence goals, and status goals. Examples of peer interactions in these three areas are described and serve as a basis for teachers in understanding social interaction in their classrooms, new ways of thinking about children's motives and values, and alternative frameworks for planning and implementing classroom activities. Four sets of teacher roles which may help teachers organize their decisionmaking about social development in their classrooms are given: (1) establishing classroom social context, (2) modeling appropriate social behavior, (3) coaching appropriate social strategies, and (4) teaching social awareness. (DST)

ED 264 100 SE 046 260

Water in Your Community. What We Take from Our Environment. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
REPORT NO.- ISBN-971-135-073-4
PUB DATE- Mar 84
NOTE- 26p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (‡2.45).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Disease Control; Diseases; *Drinking Water; *Elementary School Science; Foreign Countries; Intermediate Grades; Safety; Science Education; Water; *Water Resources
IDENTIFIERS- *Philippines

This module (recommended for grades 5 or 6) provides information on water in the community. Topics considered include: safe water (showing how clear water may be unsafe to drink); water sources; drinking water and wells; clean water underground; how water gets from the ground to the faucet inside a home; the groundwater of seaside and inland cities; and water conservation methods. The text is accompanied by numerous illustrations and cartoons. (JN)

ED 263 726 EC 180 997

The Status of Handicapped Children in Head Start Programs: Eleventh Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Handicapped Children in Project Head Start.

Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.

PUB DATE- 85
NOTE- 42p.; For the Tenth Annual Report, see ED 250 863.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Delivery Systems; *Disabilities; *Handicap Identification; *Mainstreaming; National Surveys; Outreach Programs; *Preschool Education; *Services; State of the Art Reviews
IDENTIFIERS- *Project Head Start

Information is presented from a 1982-83 evaluation of services to handicapped children in Project Head Start. An initial chapter provides an overview of Head Start policies regarding services to handicapped children. Chapter 2 summarizes data from 1769 Head Start full year programs on three major topics: number of handicapped children enrolled, types of handicaps, and severity of handicaps. Findings include an increase of 4,913 handicapped children served from the previous year and a preponderance of speech impaired children (60.9% of the total handicapped population). Chapter 3 focuses on the following types of services: outreach and recruitment, diagnosis and assessment, mainstreaming and special services, and coordination with other agencies. Appended information includes diagnostic criteria for reporting handicapped children in Head Start and state-by-state survey results. (CL)

ED 263 742 FL 015 231

Derbyshire, Desmond C., Ed.

Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, (Grand Forks, North Dakota 1985). Volume 29.

North Dakota Univ., Grand Forks.

PUB DATE- 85

NOTE- 347p.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works - Proceedings (021)

DESCRIPTORS- *Acoustic Phonetics; African Languages; American Indian Languages; *Discourse Analysis; Distinctive Features (Language); French; Language Research; Linguistic Theory; *Morphology (Languages); *Phonology; Regional Dialects; Semantics; *Sentence Structure; *Sociolinguistics; Surveys; Syllables; Verbs

IDENTIFIERS- Karitiana; Koh; Minnesota (Red Lake Falls); Mixe; Mixtec; Referents (Linguistics); Yagua; Zapotec

Preliminary versions of the papers from the 1985 Summer Institute of Linguistics presented at the University of North Dakota session include: "Referential Distance and Discourse Structure in Yagua" (Thomas E. Payne); "A Note on Ergativity, S', and S'' in Karitiana" (Daniel Everett); "Some Aspects of Zapotecan Clausal Syntax" (Stephen A. Marlett); "Syllable Structure and Aspect Morphology in Isthmus Zapotec" (Stephen A. Marlett and Velma B. Pickett); "Numi Mixtec Syllable Structure and Morphology" (Laura Gittlen and Stephen A. Marlett); "Fortis/Lenis Consonants in Guichicovi Mixe: A Preliminary Acoustic Study" (J. Albert Bickford); "The Inflectional/Derivational Distinction" (David Tuggy); "The Koh Verbal System" (Suellyn H. Glidden); and "Red Lake Falls, Minnesota: A Sociolinguistic Survey" (James Kapper). (MSE)

ED 263 773 FL 015 394

Giauque, Gerald S.

How to Increase Student Participation in a Foreign Language Reading Class.

PUB DATE- Mar 85
NOTE- 7p.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assignments; Classroom Communication; *Classroom Techniques; *Individualized Instruction; Reading Instruction; Second Language Instruction; *Student Participation; Teacher Attitudes; *Teacher Student Relationship; *Writing (Composition)
IDENTIFIERS- *Error Correction (Language)

A technique for increasing student interest and participation which provides some of the benefits of individualized instruction includes daily homework assignments and short daily compositions. The daily homework assignments are only looked over, not corrected or graded. For the short daily compositions (three sentences for first-year classes, and five sentences for others) topics are suggested but not required. The topics reflect current classroom material or are intended to get students to express their psychological needs. At first, the compositions are only read and commented on encouragingly, not corrected. As students increase the composition length and introduce creativity, some correction begins. At the end of the first year, student errors are circled and discussed briefly with the individual students. As reading assignments are begun, students are given brief questionnaires on which they are expected to tell honestly whether they have read and comprehended the assignments. The teacher does not waste class time calling on students who are only partially prepared. The essence of the technique is to take time for each student who is prepared, encouraging and rewarding positive behavior. (MSE)

ED 263 788 FL 015 414

Ringler, Marlene; Ruark, Carroll T.
Tapping Our Resources. ESOL Staff Development Workshop (Spring, 1985).
Montgomery County Public Schools, Rockville, Md. Dept. of Adult Education.
PUB DATE- Sep 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)
DESCRIPTORS- Adult Students; *Class Activities; Classroom Techniques; Competency Based Education; Creative Writing; Dialogs (Language); Diaries; Difficulty Level; *Educational Strategies; *English (Second Language); Foreign Students; Language Laboratories; Learning Strategies; Second Language Instruction; *Student Characteristics; Volunteers; *Writing Instruction

Summaries of the sessions presented at a spring 1985 workshop for teachers in the Montgomery County Public Schools' English for speakers of other languages program include: "The Adult Student--Involving the Learner in the Learning Process" (Ellen Mentzer); "Creative Writing Techniques--Stimulating Language Learning Through Written Expression" (JoAnn Power); "Language Instruction Through Song, Question Cards, and Other Activities That Work" (Rita Portocarrero); "A Task-Oriented Instructional Approach" (Chris Califa); "Dialogue Journals--Trends and Application for Foreign Students" (Nancy Rhodes); "Volunteers--Can They Benefit My Students?" (Jeanne Stacy); "An Oral/Aural Approach to Instruction" (Connie Inukai); "Competency Instruction: Implementing an Approach" (Gail Schmitt, Sharon Mandel); "The Connecticut Park Language Lab--Development and Purpose" (Judy Davis, Sherrie Polsky); "The Basic ESOL Student" (Lynda Dreisonstok, Aphrodite Jensen); "The Beginning I ESOL Student" (Mary Debardelaben, Ray VanSanten); "The Beginning II ESOL Student" (Joyce Freed, Carolyn Spector); "The Intermediate I ESOL Student" (Marilyn Glick, Anne Greenfeld); "The Intermediate II ESOL Student" (Carmen Nakassis, Sharon Krohn), and "The Advanced ESOL Student" (Rosalie Sanchez). (MSE)

ED 263 830 HE 018 875

Smith, Glenn D.
Changing Role Relationships as a University Moves toward Decentralized Administration.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Convention of the Southern Speech Communication Association (Winston-Salem, NC, April 11-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Change; Administrators; *College Administration; College Faculty; Committees; Deans; *Decentralization; Department Heads; Faculty Workload; Higher Education; Organizational Change; *Participative Decision Making; Policy Formation; Power Structure; *Role Perception; *Teacher Administrator Relationship
IDENTIFIERS- *Resistance to Change

The changing role relationships that occurred between the faculty and administrators of a university that implemented a decentralized management process over a 5-year period are discussed. The university changed from being highly centralized toward a shared and layered administrative approach. Five changes were instituted: an extensive committee system; upgrading of the authority of the Vice President for Academic Affairs; greater administrataive authority for college deans; greater latitude for department heads in administrative decisions of the department; and individual faculty members' opportunities for greater involvement in policy development. Faculty resistance to change occurred as committee loads increased and responsibility for policy change was more evenly shared among the administrative layers of university governance. Involvement in committees made a difference in the relationships of faculty with department heads, the dean, and the vice-president. Just as many faculty became disenchanted with the responsibility of administrative decision making, department heads became confused about what management skills were needed to function in the decentralized administrative environment. A series of managerial seminars was also adopted. (SW)

ED 263 844 HE 018 893

Allard, M. June
Institutional Bonding.
PUB DATE- Feb 85
NOTE- 17p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7, 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *Commuter Colleges; Family Influence; *Friendship; Group Unity; Higher Education; *Identification (Psychology); Morale; School Holding Power; State Universities; Student Attitudes; *Student Attrition; *Student College Relationship; Urban Universities

Institutional bonding was examined at a public, urban commuter college with exceptionally high attrition and visibly low morale. Changes in bonding and attrition were measured 6 years after a 2-year effort to develop school identity and student feelings of membership. It was found that a simple index of campus morale is provided by level of student feelings of membership in the college, feelings they readily articulate. Bonding tends to occur early in college life, but the general level of bonding on a campus can change over time. School identity is important; its major elements and keys to college membership can be assessed. Further, bonding relates to, but goes beyond, satisfaction with campus social life. Bonding relates to having friends on campus, but not to the closeness of the friendships. Families influence college attendance for some, an influence continuing throughout the college career. Increased independence from family influence occurs in upperclassmen with the most definite career plans. Family encouragement and collegiate background relate to social participation and campus friendships. Recommendations were to: intensify bonding efforts, particularly with freshmen; promote school identity and campus friendship building; and build family support, including family bonding. (Author/SW)

ED 263 858 HE 018 909

Hansen, W. Lee; Rhodes, Marilyn S.
Student Debt Crisis: Are Students Incurring Excessive Debt? Program Report 85-13.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 31p.; For related documents, see HE 018 904-910.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Credit (Finance); *Definitions; Dependents; Graduate Study; Higher Education; Income; *Loan Repayment; Private Colleges; Professional Education; *Self Supporting Students; State Colleges; Student Costs; *Student Loan Programs; Undergraduate Study
IDENTIFIERS- *California; *Debt (Financial)

Definitions of manageable college student debts are discussed and one definition is applied to California data, using the Student Expenses and Resources Survey. Definitions proposed by Daniere, Hartman, and Horch define manageable debt levels in terms of future income. A comparison of the three proposals shows the number of years of repayment required for accumulated debts of different amounts. For the analysis of California data, a manageable debt limit is defined as the maximum debt that can be repaid within the standard 10-year repayment period. Any debt in excess of $14,000 is designated as excessive, although the present maximum borrowing allowed under the Guaranteed Student Loan (GSL) program is $12,500. The analysis, which is restricted to seniors at four-year public and private colleges, considers average debt size, the distribution of debt size, borrowing patterns, and graduate and professional education debt. The data indicate that at most 3% of seniors with debt might on average experience repayment problems. The situation is most serious for independent students attending private colleges; perhaps as many as 9% of this group have unmanageable debts. However, slightly over half of students borrow and the average accumulated debt is well under half the GSL maximum. (SW)

ED 263 886 IR 011 872

Morgan, James M.
Educational Technology in Ohio School Districts: A Report of Survey Results.
Cincinnati Public Schools, Ohio.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 83
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Educational Television; Instructional Innovation; *Microcomputers; *Program Implementation; Questionnaires; School Districts; School Surveys; Staff Development; *State Surveys; Student Records; Tables (Data); Use Studies; Videotape Recordings
IDENTIFIERS- *Computer Uses in Education; *Ohio

To gain some perspective on the current interest in and use of educational technology, the Ohio Department of Education awarded a grant to the Cincinnati Public Schools to conduct a survey on the uses of new technologies in school districts throughout the state. The results of that survey are summarized in this report by the following topics: computer-assisted instruction, computer-managed instruction, computer-based learning, student academic records, student non-academic records, cable and broadcast television, video technology, microcomputers by school level, microcomputer funding, microcomputer brands, purchase policies, staff training, sources of training, program organization, and mainframe computers. Data tables illustrate problems and benefits associated with the use of educational technology, and a 20-item summary presents the major findings of the survey. Five appendices present data for survey responses by type of district, size of district, district per pupil expenditure, and joint vocational school results, and provide the survey questionnaire. Also included are references for computer-assisted instruction, computer-based learning, and program development and implementation. (JB)

ED 263 901 IR 011 888

Penrod, James I., Ed.
The Computer Challenge. Proceedings of the Summer Institute for Computer Literacy (Malibu, California, June 20-24, 1982).
Pepperdine Univ., Malibu, Calif.
PUB DATE- 83
NOTE- 130p.; Funded in part by the Sperry Corporation.
AVAILABLE FROM- Pepperdine University, Malibu, CA 90265.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- *College Administration; *Computer Literacy; Computer Simulation; Educational Planning; Higher Education; *Information Systems; *Microcomputers; *Technological Literacy; Telecommunications
IDENTIFIERS- *Computer Uses in Education; Electronic Mail; Pepperdine University CA

The Summer Institute of Computer Literacy, held at Pepperdine University in 1982, dealt with the uses of computing in higher education administration. These proceedings contain papers from presenters at the Institute. Every presentation paper could not be obtained; in such cases permission was secured to print a previously published paper authored by the presenter on the same topic. The papers include: (1) "Computer Literacy: How Do Universities and Colleges Prepare?" (Arthur Luehrmann); (2) "A Technical Introduction to Computing" (Michael M. Roberts); (3) "An Overview of Computing in Higher Education" (Charles R. Thomas); (4) "Modeling and Simulation" (Daniel A. Updegrove); (5) "The Automated Office" (Samuel J. Kalow); (6) "Planning for Integrated Campus Information Systems" (John W. McCredie); (7) "Data Base Management Systems" (John W. McCredie); (8) "A Plan for Action" (John F. McManus); (9) "Decision Support Systems" (Larry N. Craft); (10) "Social, Ethical, and Legal Issues of Computing" (Kenneth H. York); (11) "A Telecommunications Survey" (Paul S. Heller); (12) "The Commitment of Pepperdine University to Computer Literacy" (Howard A White); and (13) "The University Computer Challenge" (Jean-Jacques Servan-Schreiber). The concluding chapter, "Synopsis of an Institute" (James I. Penrod) contains a capsule report of the primary points of each presentation as given during the institute. (JB)

ED 263 972 JC 860 024

Romano, Richard, Comp.
A Statistical Profile of the Entering Class at Broome Community College, Fall 1983: Student Characteristics, Needs and Goals. Working Paper Series No. 1-85.
Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.

PUB DATE- 85
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Colleges; School Surveys; *Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students

Broome Community College (BCC) is developing a series of questionnaires to assess the impact of college on its students, and to measure the college's role, if any, in promoting social mobility. The first study in this series focused on the backgrounds, needs, and goals of students who entered BCC during June, July, and August of 1983. Students who had been admitted to the college for the fall term were asked to come to campus in groups of 30 or less for an all day program of orientation and counseling and to register for classes. All students who participated in the summer program (N=1698) completed a 34-item survey. Survey findings, based on 1686 usable responses, included the following: (1) 86.8% indicated they were first-time, full-time students; (2) 50.1% of the respondents were male, 96.1% were white, 77.0% were under 18 years of age, and 94.0% were single; (3) 54.3% indicated their intention to work either full- or part-time while enrolled; (4) 33.9% indicated that their parents would be their main source of financial support; (5) 7.2% indicated that they had previously attended college; and (6) 85.5% had been admitted to their first-choice program. The study report includes data tables detailing survey responses and the questionnaire. (EJV)

ED 263 986 PS 015 434

A Handbook for Involving Parents in Head Start.

Associate Control, Research and Analysis, Inc., Washington, D.C.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-84-31187
PUB DATE- Feb 80
NOTE- 83p.
CONTRACT- HEW-105-78-1021
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Class Activities; Decision Making; Early Childhood Education; Employee Attitudes; Guidelines; *Parent Participation; *Parent Role; Planning; Program Evaluation; Record Keeping; *Recruitment; Volunteers
IDENTIFIERS- Parent as a Teacher; *Parent Involvement Coordinator; *Project Head Start

This handbook seeks to help Head Start parent involvement coordinators clarify their role and explore new ways to do their job well. In chapter one, a history of parent involvement in Head Start is presented. Chapter two focuses on roles, relationships, and duties of the parent involvement coordinator. Chapter three explores staff attitudes towards parents, while chapter four deals with the basic tasks of parent involvement. Chapters five through eight focus on ways in which coordinators can promote parents' participation in each of four forums - decision-making groups, the classroom, parent activity groups, and the home. Chapter nine provides guidance on writing a parent involvement plan. In chapter ten, the basic elements of the required communications system are discussed. Chapters eleven and twelve suggest methods for documenting and evaluating parent involvement. Chapter thirteen closes the handbook with some thoughts about how Head Start can affect families. Appended are suggestions for further reading and for finding resources in the community as well as lists of organizations providing information and materials for parent and child educators and those serving parents and children with special needs. (RH)

ED 264 000 PS 015 465

Child Protective Services Case Management Project. Final Report: Innovations in Protective Services.

Texas State Dept. of Human Resources, Austin.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 85
NOTE- 88p.; For related documents, see PS 015 466-471.
GRANT- OHDS-06C23-09
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administrator Role; *Caseworker Approach; *Caseworkers; Child Abuse; Child Neglect; *Child Welfare; *Innovation; Intervention; Literature Reviews; Models; Surveys
IDENTIFIERS- *Case Management; Protective Services

One of seven reports in the Innovations in Protective Services series, this document reports on the development of a model of case management that clarified what is expected from Child Protective Service (CPS) specialists. By conducting a literature review, studying the role of the CPS case manager, and developing a case management model, the Case Management Project attempted to eliminate misunderstanding of CPS caseworkers' role. The review of the social work literature substantiated the fact that confusion exists about CPS caseworker roles. The survey asked physicians, attorneys, foster parents, teachers, and caseworkers to identify which of eight roles CPS workers performed and skills needed by protective service workers. Responses varied markedly among groups of respondents. The model presumes that there are three main roles in CPS work: case manager, caseworker, and case specialist. Each role should be assumed by a different member of a "case team." The three team members are ultimately responsible to a supervisor of case services. These four people make up the case team and handle cases as they are assigned to a CPS unit. Each of the three specialists takes the same role with each case assigned to the team. A paper summarizing the findings of the literature review, a paper summarizing the survey's results, and the proposed case management model are appended. (RH)

ED 264 058 RC 015 535

Demmert, William G., Ed.
A Southeastern Conference on Native Education. Report (Juneau, Alaska, April 11-12, 1983).

PUB DATE- 85
NOTE- 67p.
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Alaska Natives; *American Indian Education; Cross Cultural Training; *Cultural Background; Cultural Education; *Curriculum Development; Early Childhood Education; Educational Change; Elementary Secondary Education; *Family School Relationship; *Relevance (Education)
IDENTIFIERS- *Alaska (Southeast); Haida (Tribe); Tlingit (Tribe)

Representatives from villages, Native organizations, and educational institutions were participants at a conference that explored barriers encountered in the education of Southeastern Alaska Native students, identified problems, discussed solutions, and developed recommendations. The conference was the result of a concern that a major problem in Alaskan education was the number of Alaskan Native students dropping out. The report contains twelve presentations by individuals actively involved in educating Alaskan Native students. The presentations focus on problems of Native students in public schools, accomplishments and criticisms of Native Alaskan education, development of cultural identity among the Tlingit people, Native American curriculum development, role of private institutions, personal accounts of cultural background and cross-cultural schooling, overview of current research on Native education, and accomplishments of the Commissioner's Study Group on Native Achievement. Four conference themes emerged: the importance of the family in the educational process, the need for more early childhood education, the importance of schools which reflect the cultures of their students, and the importance of cultural integrity, character, and morality. Thirty-seven recommendations drawn up by discussion groups are grouped under topics of culture and identity, family responsibility, educational curriculum, cross-cultural settings, role of private colleges, and educational problems and strategies for change. A concluding statement summarizes events in Alaskan eduction relevant to Native Alaskans during the year and a half following the conference. (LFL)

ED 264 072 RC 015 550

Latham, Glenn I.
The Educational Status of Federally Recognized Indian Students Enrolled in or Eligible for Enrollment in BIA and BIA Contract Schools, and Schools Receiving Support VIA the Johnson-O'Malley Act.
PUB DATE- 6 Aug 85
NOTE- 20p.; Paper presented at the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indians; Attendance Patterns; Average Daily Attendance; Data Collection; *Dropout Rate; Elementary Secondary Education; *Enrollment; *Public Schools
IDENTIFIERS- *Bureau of Indian Affairs Schools; Johnson O Malley Act; *Nonstudents

Educational status of Indian students was found to be inferior to status of non-Indian students when measured by enrollment, attendance, dropout rate, and nonenrollment. The study found that Indian student enrollment had increased 2.3% from 1983 to 1984; average daily attendance was 4% less than for non-Indian students; dropout rates for Indian students in grades 9-12 was 33.2% in Bureau of Indian Affairs schools and 24.4% in public schools receiving Johnson-O'Malley funds; and an estimated 4.5% of Indian children were not enrolled in an educational program. Data for the study were gathered primarily from questionnaires returned by 41 Bureau of Indian Affairs or contract schools and 13 offices of education in states with schools receiving Johnson-O'Malley funds. Other data sources included onsite visits and telephone interviews with officials in agencies concerned with Indian education. The difficulties encountered in obtaining exact data about the Indian student population were described, including no universally accepted definition of Federally recognized Indians, no uniform data gathering or recordkeeping system for Indian students, no central data depository, fequent student transfers between schools, and variations in computation of average daily attendance. Tables and figures provide supplementary information. (LFL)

ED 263 759 FL 015 368

Peterson, Jean
Language Camps: Thirteen Years of Minor Miracles.

PUB DATE- Apr 85
NOTE- 6p.; Paper presented at the annual meeting of the Central States Conference on the Teaching of Foreign Languages (17th, Kansas City, KS, April 11-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Costs; *Day Camp Programs; Difficulty Level; Educational Facilities; French; German; *Group Activities; Housing; *Immersion Programs; *Instructional Materials; Language Teachers; Norwegian; Parent Attitudes; Program Descriptions; *Resident Camp Programs; Scheduling; *Second Language Instruction; Spanish
IDENTIFIERS- *Language Camps

A language camp program that began with a small group of 10- to 12-year-olds whose faculty parents wanted them to retain the German learned on sabbaticals abroad has developed into a program of annual week-long day and resident camps for 150 children, aged 9 to 14 years, learning German, French, Spanish, and Norwegian. The camp was originally housed in college classrooms, but now occupies a church and uses college dormitories for resident students. Three levels of each language are offered, and students have been known to begin another foreign language after completing the third level of the original one. The costs are kept as low as possible, with tuition covering instruction, books, materials, and an ethnic luncheon in the cafeteria, as well as teacher salaries, facilities, and advertising. Teachers are recruited from the area, and some have used the experience for reentry into teaching after extended time off. Texts have been developed for each level of each language, and many brief, lively group activities are interspersed with instructional periods. A parent program at the end of the camp is used to demonstrate what has been learned. A week-long teacher workshop has recently been integrated into the camp program. Parent and teacher reception of the program has been very good, and some expansion is planned. (MSE)

ED 263 802 HE 018 844

Gesser, Bengt
Aspects of Education and Division of Labour. Concluded Project. Swedish Research on Higher Education, 1985:5.
National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.
PUB DATE- 13 Jun 85
NOTE- 17p.
AVAILABLE FROM- National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Opportunities; *Education Work Relationship; Foreign Countries; *Higher Education; Human Capital; *Labor Force Development; Research Projects
IDENTIFIERS- *Sweden

The relationship between higher education and the division of labor was studied. The objective was to evaluate whether the establishment of affiliated universities has had the intended effects in terms of efficiency and equality. A main focus of "established educational research" has been the relationship between education and employment. Education has been viewed as both an investment in human capital and as a grading or filtering mechanism. Theories of selection and grading are based on the following assumptions: (1) individuals in the educational system are rated by achievement or other criteria; (2) those selected/graded for noncompulsory education differ from those who are rejected; and (3) selection/grading benefits society, since schools match personal qualities with positions requiring the qualities. If equality in society is primarily a question of equality among individuals who perform equally, educational policy becomes a question of identifying the economic, social, and cultural impediments to the manifestation of individual capacity. The system of student financial aid is based on the objective of promoting educational equality. Research on education and equality, and particularly Swedish research, is reviewed. (SW)

Improving Endowment Management. AGB Special Report.

Academy for Educational Development, Inc., Washington, D.C.; American Council on Education, Washington, D.C.; Association of Governing Boards of Universities and Colleges, Washington, D.C.; Common Fund, New York, N.Y.; National Association of Coll. and Univ. Business Officers, Washington, D.C.

PUB DATE- 85
NOTE- 36p.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Consultants; Decision Making; Educational Finance; *Endowment Funds; *Financial Policy; Governing Boards; Guidelines; Higher Education; *Money Management; *Private Colleges; School Surveys; *State Colleges; Trustees

Endowment practices at 23 institutions during 1978-1983 were studied to provide recommendations on endowment fund management for colleges and universities. Although most of the participating colleges were privately supported, two state-supported universities were included. Twelve of the institutions used a systematic approach to improving endowment management, while 11 used a more traditional and less intensive approach. It was found that institutions employing independent consultants, multiple investment managers, and a systematic approach to policies and endowment management practices performed significantly better than institutions that took other approaches to endowment management. Study findings suggest that important factors in improving performance are appropriate trustee interest and involvement, institutions' retaining external professional managers of endowment investments, and using independent consultants to evaluate managers and performance. Appendices include: a set of questions trustees might consider as they manage their endowment funds; a sample statement for colleges and universities regarding investment policy, objectives, and guidelines for endowment funds; and a sample spending guideline statement and a spending plan illustration. (SW)

ED 263 872 IR 011 823

Technology Applications in Basic Skills (TABS). Year One Report-1984. Executive Summary.

Merrimack Education Center, Chelmsford, Mass.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Center for Libraries and Education Improvement.

PUB DATE- 1 Jan 85

NOTE- 17p.; For related document, see IR 011 822.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basic Skills; *Computer Literacy; *Curriculum Development; Curriculum Evaluation; *Educational Technology; *Federal Programs; *Instructional Improvement; Instructional Innovation; Junior High Schools; *Microcomputers

IDENTIFIERS- Computer Uses in Education

This executive summary presents information on the design rationale, project coordination, and findings for the first year of the Technology Applications in Basic Skills project (TAES), which was administered by the Merrimack Education Center and designed to implement programs that use the computer and related technologies to increase student competencies in the basic skills areas of writing, problem solving, and research/study skills in grades 6 through 8. The issues addressed in the first year of the project are presented in this report, which describes: how the project was planned and implemented by the Merrimack Education Center with the staff from three school sites in Burlington, Lunenburg, and Tewksbury, Massachuetts; how a program development model was chosen; the major elements of the project design; year one activities; and resulting curriculum changes in each of the three school sites. Ten major findings from year one are listed, and it is concluded that the existing basic skills curriculum often is not configured to make maximum utilization of technology, and that staff uncertainty about the new technologies leads to initial confusion about staffmember roles, lack of focus in the curriculum target area, and negative perceptions about lack of incentives and burdens of time. It is suggested that teachers need to broaden their view and perspecitve of technology in the curriculum and create new contexts for the skills development that is necessary to make appropriate and meaningful uses of technology in the schools. (JB)

ED 263 930 JC 850 555

Romano, Richard M.
Ramblings of an Economist on the Community College: A Theoretical Primer. Working Paper Series No. 2-85.
Broome Community Coll., Binghamton, NY. Inst. for Community Coll. Research.

PUB DATE- 85
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Economic Research; Educational Assessment; *Educational Economics; Educational Finance; Efficiency; *Equal Education; Human Capital; *Outcomes of Education; *Productivity; *Public Policy; Two Year Colleges; Vocational Education

This exploration of community college financing applies selected constructs and theories from the field of economics to the question of public financing of two-year vocational/technical and general education programs. First, the criteria of efficiency and equity are explained in terms of their use by economists in judging the appropriateness of public policy. Next, two analytical constructs used by economists in recommending educational policy are discussed: (1) the principle of externalities, which helps determine the benefits absorbed by other members of a society as a result of educating a single individual; and (2) the theory of human capital, which refers to the value of the income/earning potential embodied in individuals. Next, economic justifications are provided for the public funding of community colleges, including efficiency factors; economic development considerations; educational equity and its impact on social mobility and income levels; and educational outcomes as returns on students' economic investment in their schooling. Finally, the paper concludes that economics will influence many of the policies affecting community colleges in the future. (EJV)

ED 263 944 JC 850 592

Smith, Joshua L.
Re-Thinking Board of Governors' Polices Concerning Remediation in Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 85
NOTE- 22p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 5-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; College Role; *Community Colleges; Educational Assessment; *Educational Policy; Governance; Policy Formation; *Remedial Instruction; Remedial Programs; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Four staff recommendations are presented for the consideration of the Board of Governors of the California Community Colleges, concerning the provision of remediation in the community colleges. After section I provides background on the issues that have been raised regarding remediation at the college level, section II reviews the board's policies and actions concerning the subject to date, concluding that the board should develop a policy concerning the establishment of an "academic skills floor" for community college remedial programs. Section III introduces a proposal for the development of policies responsive to the "floor issue," setting out four premises for the subsequent recommendations and data which illuminate the likely effects of establishing a floor. Finally, the report includes the following recommendations: (1) community colleges should continue to be regarded in state policy as the primary postsecondary providers of remedial instruction and services; (2) students who fail to meet satisfactory progress standards should be dismissed; (3) community colleges should provide for the full range of remedial instruction needed to correct the skills deficiencies exhibited by students who enroll; and (4) the Board should reiterate its earlier call for a joint comparative study of remediation in the credit mode in community colleges and in adult, noncredit programs under the auspices of high school and community college districts. The recommendations and their implications are discussed. (LAL)

ED 263 958 JC 860 003

Staples, Katherine; And Others

ACC Study Guide Series, II.

Austin Community Coll., TX. Rio Grande Campus.
PUB DATE- 85
NOTE- 9p.; A joint project of the Humanities Division and Learning Resources Center--Rio Grande Campus. For the first series of ACC Study Guides, see ED 234 869.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Business Correspondence; Community Colleges; *Information Sources; *Library Skills; *Literature Reviews; Student Research; Study Guides; Study Skills; *Test Wiseness; Two Year Colleges; *Writing Skills

This series of one-page study guides offers helpful hints and tips to students on the art of successful studying. The guides in this collection include: (1) Improving Your Test-Taking Skills, which covers preparing for tests, reducing test anxiety, and things to do upon receiving a test and before turning in a test; (2) Strategies for Test Questions, which offers suggestions for answering objective and essay questions and for solving problems; (3) Finding Book Reviews, which suggests a variety of indexes and resources; (4) Finding Literary Criticism, which covers general sources and those for novels, short stories, poetry, and drama; (5) Writing about Literature, which comments on audience, getting started, defining and supporting a thesis, and writing well; (6) Writing Effective Business Letters, which identifies the parts of a letter and discusses purpose, style, and format; and (7) Biography--Information about a Person, which lists general and specialized biographical sources. (EJV)

ED 264 044 PS 015 546

Heibeck, Tracy H.; And Others
Word Learning in Children: An Examination of Fast Mapping.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Apr 85
NOTE- 32p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
GRANT- NSF-BNS-83-00048
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Color; Comprehension; *Concept Formation; *Context Clues; Preschool Children; Preschool Education; *Time Factors (Learning); *Verbal Development
IDENTIFIERS- *Fast Mapping

Children may be able to gain partial information about the meaning of a word from clues, such as how it is used in a sentence and what words it is contrasted with. This strategy, known as "fast mapping," may provide a very useful first step in language learning. One question which arises from studies of fast mapping is whether fast mapping is available to children across various semantic domains, such as shape, texture, and color. A total of 50 children (with a mean age of 3 years, 8 months) participated in the first study, and 33 children (with a mean age of 2 years, 9 months) participated in the second. Children were introduced to a novel color, shape, or texture term by contrasting the new term with a well-known word from that domain. They were then tested for both their ability to produce and comprehend the new term and whether they knew the semantic domain the word referred to. The data show that children can gain some information about the meaning of a word from a brief encounter. In contrast to rather slow and difficult hypothesis-testing mechanisms, fast mapping may allow the child to rapidly obtain information from the situation. By considering only a few hypotheses, the child can then quickly focus in on the correct meaning. (Author/RH)

ED 264 086 SE 046 229

Batey, Anne

Integrating Microcomputers into Science Education. Computer Technology Program Reports to Decision Makers. Number 6, November 1985.

Northwest Regional Educational Lab., Portland, Oreg.

PUB DATE- 85

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Oriented Programs; *Computer Software; Curriculum Development; *Educational Objectives; *Microcomputers; *Science Education

IDENTIFIERS- *Computer Uses in Education

Computers are integrated into science education when they are used as the most appropriate tool or delivery system to support the goals of science education. The goals of science education can be condensed into two general areas. One area concerns the preparation of a science-literate citizenry; the second area concerns understanding the interrelationships of science, technology, and society. Current uses of computers that support these goals include: (1) direct instruction software, which use drill and practice, tutorials, or a combination of both; (2) exploratory software, which allow students to explore a system, manipulate variables, and observe outcomes (including simulation, problem-solving, and inventory programs); and (3) software used in laboratories, business, and industry (laboratory interfacing systems, word processors, database management systems, spreadsheets, and graphing/numerical analysis). To achieve integration of computers into science education requires planning, preparation, and well-organized classroom management strategies. For decision-makers (the change agents), this requires involving science teachers in an active integration process, providing inservice training, organizing a curriculum development effort, and providing such incentives as release time for curriculum development, stipends for additional work, and recognition for the results. (JN)

ED 263 712 EC 180 982

Care of Institutionalized Mentally Disabled Persons. Joint Hearings before the Subcommittee on the Handicapped...and the Subcommittee on Labor, Health and Human Services, Education, and Related Agencies...United States Senate, Ninety-Ninth Congress, First Session, on Examining the Issues Related to the Care and Treatment of the Nation's Institutionalized Mentally Disabled Persons. Part 1 and Part 2 (April 1-3, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-99-50-Pt-1
PUB DATE- Apr 85
NOTE- 951p.
LANGUAGE- English
EDRS Price - MF06/PC39 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Civil Rights; Hearings; *Institutionalized Persons; *Institutions; Mental Disorders; *Mental Retardation

The proceedings of public hearings on issues related to the care and treatment of institutionalized mentally disabled persons are presented. Among the issues addressed are physical abuse and maltreatment of residents, excessive restriction of patients' liberties, absence of programing, and efforts to remedy these problems. Documentation appended to Part 1 includes a report of the Joint Commission on Accreditation of Hospitals, and the responses of W. Bradford Reynolds to questions submitted by Senator Weicker on the report: "Staff Report on the Institutionalized Mentally Disabled." The staff report (printed separately as Part 2) presents findings from a study of environmental conditions and physical health and safety in state mental hospitals. Staff visited 31 facilities and conducted an estimated 600 interviews with staff, patients, residents, facility administrators, state and federal officials and others in the field. It was concluded that on many wards, parents/residents are vulnerable to abuse and serious physical injury; that hospital staff are also at risk of serious physical injury; and that living conditions in many institutions are unacceptable. Interviews also suggested that there is little treatment other than medication provided in many institutions. Monitoring information is reported in terms of accreditation and certification of state hospitals for the mentally ill, certification of institutions for the mentally retarded, and the Civil Rights of Institutionalized Persons Act. Further considerations for institutionalization of both the mentally ill and the mentally retarded are noted. The federal government's role with mental health systems is examined, including agency programs and federal initiatives. The final chapter reviews judicial decisions on constitutional rights of the mentally disabled, the right to treatment, and the right to refuse treatment. (CL)

ED 263 916 IR 051 337

School Library Media Centers.
Texas Education Agency, Austin.
PUB DATE- Aug 85
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; *Educational Media; Educational Planning; Elementary Secondary Education; *Learning Resources Centers; Library Expenditures; Library Facilities; Library Material Selection; Library Personnel; Position Papers; *Program Evaluation; *Program Improvement; Resource Materials; *School Libraries
IDENTIFIERS- *Texas

This publication is designed to help Texas elementary and secondary educators evaluate and improve school library media programs in terms of planning, personnel, equipment, facilities, use of materials, and financial support. Following an introduction, the guide is divided into five sections. The first section, Library Media Center (LMC) Program, has subsections on services to students, teachers, administrators, and the community. The second section, Resources, has subsections on the campus, district, and regional collections; selecting and evaluating, organizing, and maintaining records of materials and equipment; and using community resources. The third section covers Facilities, and the fourth section, Financial Support, has subsections on annual expenditures for books, audiovisual materials and equipment, magazines and newspapers, encyclopedia sets and unabridged dictionaries, LMC supplies and rebinding of books, and professional materials; and financing the program in the new school. The last section, Library Media Staff, includes discussions of district and campus library media directors, school librarians, instructional media aides, clerical aides, student assistants, and volunteers. Appendices include a planning guide and a library media center appraisal checklist. A copy of the Texas compliance statement under Titles VI and VII, Civil Rights Act of 1964, 11 references, and a directory of directors and committees of the State Board of Education are included. (THC)

ED 264 031 PS 015 513

Weber, Larry J.; And Others
Fundamental and Regular Elementary Schools: Do Differences Exist?
PUB DATE- Feb 85
NOTE- 22p.; Paper presented at the Meeting of the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Back to Basics; *Classroom Environment; Comparative Analysis; *Discipline; Educational Environment; Elementary Education; *Elementary Schools; Peer Relationship; Public Schools; *Self Concept; Teacher Student Relationship
IDENTIFIERS- *Fundamental Schools

This study compared the academic achievement and other outcomes of three public fundamental elementary schools with three regular elementary schools in a metropolitan school district. Modeled after the John Marshal Fundamental School in Pasadena, California, which opened in the fall of 1973, fundamental schools differ from regular schools in that they are based on a cooperative agreement among administrators, teachers, parents, and students; teachers and administrators function as authority figures supported by parents; and the curriculum emphasizes discipline and the "3 Rs." The other outcomes investigated included student self-concept and school and classroom learning and behavioral climates. Results indicated that fundamental school students performed as well as or better than other students on standardized achievement tests as well as in self-concept and discipline variables and that behavioral and learning climate ratings were higher in the fundamental schools. (Author/RH)

The Story of the Oceans and Salt. What We Take from Our Environment. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Science Education Center.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
PUB DATE- Apr 82
NOTE- 17p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.05).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Foreign Countries; *Minerals; *Oceanography; Science Education; Secondary Education; *Secondary School Science
IDENTIFIERS- *Philippines; *Salts

This module provides information on: (1) the origin of the oceans; (2) sources of minerals and salt found in the sea; and (3) the role and uses of salt in various cultures (stating, for example, that the expression "salt of the earth" describes a person who is considered one of the best). (JN)

ED 263 727 EC 180 998

Lang, Theresa Aherne; And Others
Working Papers in Speech-Language Pathology and Audiology. Volume XIII.
City Univ. of New York, Flushing, N.Y. Queens Coll.
PUB DATE- 85
NOTE- 117p.; For Volume XII, see ED 252 047.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Audiology; *Audiometric Tests; Autism; Clinical Diagnosis; *Communication Disorders; Elementary Education; *Hearing Aids; Hearing Impairments; *Language Acquisition; Preschool Education; *Speech Therapy; Young Adults; Young Children

Six papers contributed by graduate students report on studies that focused on the application of theory to practice in speech-language pathology and audiology. The first study revealed the ability of an autistic child to adapt to conversational partners of various ages and linguistic abilities. In the second paper, a language impaired child's communicative interactions were studied in the clinic and the home, and home samples yielded the highest mean length of utterances and the greatest total output of language. In the third study, five hearing impaired adults demonstrated the effectiveness of the Hearing Performance Inventory in measuring changes after amplification. The fourth study explored, via brain stem evoked response audiometry, the frequency of interear asymmetries occurring in peak latency and amplitudes in 15 normal hearing Ss. Also concerning auditory brain stem response (ABR), the fifth study found that head size is a factor to be considered in using ABR to make a differential diagnosis. The final study devised a comprehension task within a naturalistic context to test the ability of preschoolers to understand synthetic speech. (CL)

ED 263 743 FL 015 261

McLaughlin, Diana Chiarky

Some Relationships between Appalachian Language and Culture and High School Drop-Out Rates as Found in Two West Virginia Counties.

PUB DATE- Dec 84
NOTE- 157p.; Masters Thesis, University of Texas at Arlington.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cultural Context; Curriculum Development; *Dropout Characteristics; Elementary Education; High Schools; Interference (Language); Language Usage; *Nonstandard Dialects; *Regional Dialects; Teacher Role
IDENTIFIERS- *Appalachia (South); *English (Appalachian); West Virginia

This study examines the possible relationship between elementary and secondary students' use of a nonstandard form of English and the high school dropout rate in the Southern Appalachian region. The investigation began in two counties with interviews of teachers who appeared not to see that their students' speech variety differed from their own. Further investigation revealed a larger set of problems in educating this group of children, involving linguistic variance, a poor fit between the school system and the culture, and aspects of the mountain culture such as strong traditional views, geographic isolation, suspicion of non-mountain culture, little value attached to education, and lack of parental education or support. Suggestions for change include language programs based on the English-as-a-second-language concept; curriculum geared to the mountain child; reassessment of standardized examinations; a supplementary reading program, following the example of the Foxfire program; teacher education in relevant culture and language, educator workshops; community action projects; and adult education classes. (MSE)

ED 263 774 FL 015 395

Peterson, Margo P.; Sosnowski, Barbara

Preparing Refugee Youth for American Secondary School: The PASS Program.

PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Acculturation; *Coping; *Cross Cultural Training; Daily Living Skills; English (Second Language); Language Skills; Mathematics; Orientation Materials; *Refugees; Secondary Education; *Secondary School Students; Social Adjustment; *Student Adjustment
IDENTIFIERS- Cambodia; Thailand

Preparation for American Secondary Schools (PASS) programs designed to prepare 13- to 16-year-old refugees for the transition to American secondary schools have been implemented in the refugee training centers in Thailand and the Philippines. The curriculum emphasizes language and math skills and cultural orientation. Students also develop cross-cultural, interpersonal, and coping skills for their own transition and for their roles as members of a family in transition. Classes run for four hours daily for 20 weeks. Program development was based on knowledge of the students' (all Khmers) educational background, placement testing, and the experiences of English as a second language programs in the United States. The first class graduated from the Thailand program in September 1985, and curriculum development continues based on the experiences of this group both while they were in the program and after their arrival in the United States. (MSE)

A Plan to Assure Equal Postsecondary Educational Opportunity, 1985-1989.

Maryland State Board for Higher Education, Annapolis.

PUB DATE- Jun 85
NOTE- 63p.
AVAILABLE FROM- Maryland State Board for Higher Education, 16 Francis Street, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Black Colleges; Budgets; Capital Outlay (for Fixed Assets); *College Desegregation; College Faculty; College Freshmen; College Planning; College Programs; College Role; College Transfer Students; Community Colleges; *Educational Opportunities; *Enrollment Trends; Equal Education; Graduate Study; Postsecondary Education; Professional Education; *State Colleges; *Statewide Planning; Student Recruitment; Undergraduate Study
IDENTIFIERS- *Maryland; Public Colleges

A 1985-1990 equal educational opportunity plan for Maryland is presented to further integration of public institutions and to enhance traditionally black institutions (TBIs). After considering the legal background and earlier equal educational opportunity plans, the following areas are addressed: the organization and structure of Maryland state colleges; student enrollment; school staff and governing boards; and implementation and monitoring of the plan. Specific topics include: institutional missions, program duplication, program development, community college enrollments, increasing the number of other-race freshmen at traditionally white institutions, increasing the number of other-race freshmen at TBIs, black enrollment in graduate and professional schools, undergraduate and graduate/professional level recruitment measures, undergraduate retention, mobility between two- and four-year institutions, student financial aid, college employment, and full-time faculty and staff by race at each institution. Operating budget enhancements for four TBIs are specified, along with projected capital expenditures by TBIs. Data are also provided on enrollments in specific college programs at each institution. Information on the methodology used in student enrollment projections is appended. (SW)

ED 263 902 IR 011 889

Computing Knows No Borders. Proceedings of the Joint Conference of the Association for Educational Data Systems and the Educational Computing Organization of Ontario (Toronto, Ontario, Canada, April 21-26, 1985).

Association for Educational Data Systems, Washington, D.C.; Educational Computing Organization of Ontario, Toronto.

REPORT NO.- ISBN-0-9692016-0-5
PUB DATE- 85
NOTE- 357p.

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computer Software; Conference Proceedings; Elementary Secondary Education; *Microcomputers; Programing; *Programing Languages; *Special Education; Technological Advancement
IDENTIFIERS- *Computer Uses in Education; Logo Programing Language

The 88 papers included in this publication are organized into seven groupings used as themes in the conference, "Computing Knows No Borders." The topics are: Administration (12 papers); Computer Studies (13 papers); Educational Tools (10 papers); Logo (7 papers); Software (9 papers); Special Education (8 papers); and Teaching (16 papers). An eighth group under the heading "Other" includes 13 papers which cut across several of the other themes and therefore deserved more general recognition. An author index is provided. (JB)

ED 264 001 PS 015 466

Dennis-Small, Lucretia
Project Amistad (Friendship), a Joint Venture between DHS and Family Outreach. Final Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 85
NOTE- 40p.; For related documents, see PS 015 465-471.
GRANT- OHDS-06C23-09
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Child Abuse; Child Neglect; *Curriculum Development; *Ethnic Groups; Hispanic Americans; *Intervention; Multilingual Materials; *Recruitment; Spanish Speaking; *Volunteers
IDENTIFIERS- *Coloring Books; English Speaking; *Recruitment Materials; Texas

Conducted by the Texas Department of Human Services (DHS), Project Amistad (Friendship) originally set out to recruit and train Black and Hispanic volunteers to conduct lay therapy sessions with Black and Hispanic families in which abuse and neglect of children had occurred. Start-up was significantly delayed due to personnel changes; as a result, the project curtailed its scope and concentrated on developing recruitment materials to attract Black and Hispanic volunteers. A training curriculum aimed at these two minority groups was developed by the project co-directors--one Black and one bilingual Hispanic. A training curriculum developed for the project was completed and is being readied for distribution. Included in this final report are (1) a brief description of the project's background and origin, objectives, problems, accomplishments, and utilization and dissemination activities; (2) examples of a multiethnic approach in outreach and program materials; (3) a bilingual coloring book intended to help parents discuss safety and how to recognize sexual abuse and to react appropriately. (RH)

ED 264 016 PS 015 494

Goodall, Joanne D.
Increasing Parent Involvement in Home Learning Activities.
PUB DATE- Jun 85
NOTE- 43p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Home Programs; *Individual Instruction; *Kindergarten Children; *Learning Activities; *Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education
IDENTIFIERS- Maryland (Glen Burnie); *Parent as a Teacher

Kindergarten teachers in Anne Arundel County, Maryland, were given a daily schedule to follow which allotted time for teachers to work with large and small groups, but provided no time for individualized instruction. This practicum was planned and implemented to meet the need for individual attention for the 45 kindergarten children attending Glendale Elementary School in Glen Burnie. General goals were to: (1) provide information to parents about skills their child is developing in kindergarten; (2) supply materials for parents so that they can help their child practice those skills at home; (3) encourage discussions and interaction between the parent and child; (4) develop the parent's helping and evaluating techniques; and (5) provide another opening for communication between the kindergarten and the home. The practicum's specific goal was to have 90 percent of the parents participate in supervising their children's involvement with home learning activities. Almost 95 percent of the parents and children participated. The parents indicated that the shared activities helped them know which skills their child was learning in class, encouraged discussion between the parent and child about schoolwork, helped the parent to help the child, and aided the parent in judging the child's progress. Various forms and a sample home learning activity are appended. (RH)

ED 264 059 RC 015 536

Payne, Milton R.
Using the Outdoors to Teach Science: A Resource Guide for Elementary and Middle School Teachers.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 54p.; For related document, see RC 015 540.
CONTRACT- NIE-400-83-0023
AVAILABLE FROM- ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Concept Teaching; *Curriculum Enrichment; Elementary Education; *Elementary School Science; *Experiential Learning; Fundamental Concepts; Lesson Plans; *Outdoor Activities; *Outdoor Education; *Science Activities; Scientific Attitudes; Scientific Concepts

The first in a series of booklets on using outdoor education methodologies to enhance the academic curriculum, this guide is written to help teachers of grades K-8 develop activities to enrich science instruction. The introductory sections define outdoor education and provide a rationale for outdoor science teaching stressing the opportunities it provides for creativity, inquiry, and problem solving. The bulk of the guide consists of detailed plans for outdoor sites. Each activity is adaptable for use in several grades and follows a basic lesson plan format stating purpose, concepts, objectives for learners, materials, and procedures. The first set of three activities illustrates ways to introduce students to the school grounds as an outdoor laboratory. Topics are soil, leaves, and litter. The remaining six activities cover concepts of observation, classification, logical thinking and inference, interdependence, and community. Activity titles include: "Observing: The Basis of Science," "A School Yard Alphabet Hike," "The Mystery Sack," "Similarities and Differences," "The Web of Life," and "The 113 Unit Homestead." An appendix lists 17 organizations providing information about outdoor education. (JHZ)

ED 263 760 FL 015 369

Beauchamp, Edward R.
Bilingual Education Policy: An International Perspective. Fastback 227.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-227-5
PUB DATE- 85

NOTE- 36p.; This fastback was sponsored by the Orange County California Chapter of Phi Delta Kappa.
AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Bilingualism; Change Strategies; Chinese; Communism; Diachronic Linguistics; *Educational Change; *Educational Policy; Ethnic Groups; Foreign Countries; French; *Language Planning; *Minority Groups; *Public Policy; Russian
IDENTIFIERS- Canada; China; Quebec; USSR

Bilingualism and bilingual education in the U.S.S.R., the People's Republic of China, and Canada are discussed as a context for examining American attitudes toward and the establishment of bilingual education programs. Russian and minority languages in the Soviet Union are examined, including the early development of Soviet language policy, language policy under Stalin, and language policy from Krushchev to the present. An exploration of Chinese language policy looks at the situation of Chinese national minorities, language policy in Communist China, and education in the context of the Four Modernizations. Discussion of Canadian language policy focuses on the history of language in that country, the "quiet revolution" in Quebec, and the pedagogical dimensions of bilingual education. Against this background, the following conclusions are stated: (1) the United States attempts at bilingual education have been motivated more by political imperatives than educational reasons; (2) bilingual education is not a new concept, but one that has a long history; and (3) we can learn a great deal about what succeeds and what does not by looking at these and other countries' experiences. (MSE)

ED 263 789 FL 015 415

Study Guide for Teaching English to Adult Speakers of Other Languages.

Montgomery County Public Schools, Rockville, Md. Dept. of Adult Education.

PUB DATE- Jun 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Students; Classroom Techniques; Counseling Services; *Curriculum Development; *English (Second Language); Enrichment Activities; Instructional Materials; Language Skills; Language Teachers; Outreach Programs; Phonology; Police Education; Program Administration; Resource Centers; Second Language Instruction; Student Evaluation; Teaching Guides; *Teaching Methods; Testing; Volunteers

A guide for teachers of English to speakers of other languages (ESOL) in an adult education program covers a range of instructional, administrative, curricular, and methodological information. The sections include: a program overview; teaching procedures in adult classes; administrative procedures for ESOL teachers; curriculum design (basic, beginning, intermediate, advanced, enrichment); instructional and teacher resource materials; general methodology; general techniques and teaching strategies for the four skills (listening, speaking, reading, writing); phonology; testing and evaluation; counseling outreach; the Montgomery County Police Program; the ESOL volunteer program; and the adult education resource center. Teacher information sheets are provided on the following: testing, screening, and placement; strategies for retention; points to remember when teaching ESOL; combination classes; and instructions for teachers of fee classes. Appended materials include a "survival reading" vocabulary list, an ESOL certificate, a list of sources of free materials, and a bibliography. (MSE)

ED 263 803   HE 018 845

AASCU Showcase for Excellence Project. Program Winners. American Association of State Colleges and Universities Newsbreak.

American Association of State Colleges and Universities, Washington, D.C.

PUB DATE- 27 Jul 85
NOTE- 9p.; For related document, see ED 256 215.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Awards; College School Cooperation; Disadvantaged; Educational Change; *Educational Quality; *Education Majors; Higher Education; Improvement Programs; Models; Preservice Teacher Education; Professional Associations; Schools of Education; State Colleges; *Teacher Education Curriculum; *Teaching (Occupation)
IDENTIFIERS- *American Association of State Colleges and Univs; *Showcase for Excellence Project

Programs that have enhanced the teaching profession are described, as part of a competition sponsored by the American Association of State Colleges and Universities (Showcase for Excellence Project). Member institutions of the association developed program models in seven categories requiring initiatives and innovation in the teaching profession. Brief descriptions of winning programs at 17 colleges and universities are provided, along with the name of the contact person and the telephone number. The programs are grouped by category: (1) attracting more talented students as majors in the field of education; (2) developing more innovative curricula in teacher preparation programs; (3) strengthening relationships with local school districts; (4) building and sustaining new strategies for involving the entire university in teacher preparation programs and enhancing the institutional climate for teaching and learning; (5) creating new strategies for ensuring the quality of education graduates; (6) initiating innovative applied research projects in education and disseminating the findings to schools and other campuses; and (7) discovering new ways of training teachers to deal with disadvantaged youth. (SW)

ED 263 831 HE 018 876

Cardozier, V. R.
Recruiting and Selecting College Faculty. Higher Education Series, Topical Paper 8502.
Texas Univ., Austin. Dept. of Educational Administration.
PUB DATE- 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Evaluation Criteria; Higher Education; Interpersonal Competence; Knowledge Level; *Personnel Policy; Productivity; Student Evaluation of Teacher Performance; Teacher Dismissal; Teacher Motivation; *Teacher Recruitment; *Teacher Selection
IDENTIFIERS- *New Colleges; *University of Texas Permian Basin

The process of recruiting and selecting college faculty at a new college, the University of Texas of the Permian Basin, is discussed. The university was established in September 1973 to serve students who would complete 2 years at community/junior colleges in the Permian Basin area. The school's mission and the two towns near the college are described (Odessa and Midland). Faculty were sought who had subject knowledge and enthusiasm for the discipline, enthusiasm for teaching, empathy for students, commitment to high academic standards, and the ability to get along with colleagues and administrators. Most of the faculty recruiting was done at leading research universities out of state. Personnel practices at the new university included: term tenure, student ratings of teachers each semester, linking salary increases and teaching performance, and an annual faculty award of $1,000 for outstanding teaching. Faculty evaluation committees and administrators terminated nontenured faculty as soon as it became apparent that they were not effective teachers or did not fit the institution, usually within 2 or 3 years instead of the maximum of 6 years. The institution's policy on research and publication is discussed, along with the relationship between the school and the community. (SW)

ED 263 859 HE 018 910

Douma, Wallace H.

Improving the Student Financial Aid System to Provide Efficiency for Taxpayers. Program Report 85-14.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 17p.; For related documents, see HE 018 904-909.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; *Cost Effectiveness; *Eligibility; Federal Aid; Financial Aid Applicants; Government School Relationship; Grants; Higher Education; *Need Analysis (Student Financial Aid); Program Administration; *Student Financial Aid; *Student Loan Programs; *Work Study Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program

Ways to improve college student loans, work-study, and grants programs are suggested, based on the experience of the financial aid director at the University of Wisconsin-Madison. It is recommended that emphasis be shifted from the Guaranteed Student Loan (GSL) Program to the National Direct Student Loan (NDSL) Program, which is more cost-effective to taxpayers. In addition to increasing the appropriation for NDSL, nine other recommendations are offered, including: keeping the present needs test under the Uniform Methodology, and increasing the institutional match from 10 to 20 percent. Eight changes for GSL are also suggested, such as: applying the present needs test system to all applicants, including those earning below $30,000; and raising to 10 percent the interest rate borrowers pay after leaving school. Two ways to improve the College Work-Study program are to keep the Uniform Methodology to channel money to the neediest students, and to require schools to contribute 25 instead of the present 20 percent. Decentralizing the Pell Grant program and a change in the distribution of Pell funds are advocated. Other considerations are addressed: appropriations for research on student financial aid, self-support rules, and financial aid for part-time students. (SW)

ED 263 887 IR 011 873

White, Mary Alice
An Educated View of Technology.
PUB DATE- 21 Mar 85
NOTE- 14p.; Paper presented to the Board of Regents of New York State (Albany, NY, March 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Educational Change; Educational Innovation; Electronic Equipment; Elementary Secondary Education; *Futures (of Society); Perceptual Development; *Technological Advancement; *Technological Literacy; *Visual Literacy; Visual Perception

For education to respond to the new technologies that offer tools for mind expansion, the concept of information itself must be redefined. Instruction via electronic sources is a very different way of learning than instruction by print: electronic instruction is highly interactive, under the user's control, and full of imagery. Imagery is the language of the information age, and students should be trained to decode images and comprehend them. The basic skills needed for the information age will include the ability to evaluate the quality of information, and the ability to comprehend imagery. If schools do not reconceptualize themselves as institutions that are being transformed by the information technologies, they will lose their position as the major educators within our society and their place will be usurped by museums, libraries, shopping centers, and offices. Schools need to educate as though the technological revolution were the most important change in learning since the printing press, which indeed it may be. (JB)

ED 263 931 JC 850 565

Fonte, Richard, Ed.; Leach, Ernie, Ed.
Triton College Marketing Plan '85-'86.
Triton Coll., River Grove, Ill.
PUB DATE- Aug 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Educational Trends; *Institutional Advancement; *Marketing; *Program Development; *Public Relations; School Demography; Student Characteristics; *Student Recruitment; Two Year Colleges
IDENTIFIERS- Triton College IL

Prepared in response to shifts in the student body make-up and demographic changes in the school district, this report provides an in-depth analysis of environmental conditions faced by Triton College (Illinois) and presents a specific marketing plan developed in response to the identified trends. The first sections of the report focus on trends related to general enrollment patterns, shifts within program categories, changes within the high school graduate pool, general age shifts among credit students, average age changes by type of student, minority student population growth, and occupational trends. Using the detailed objectives of Triton's Academic Affairs area as a base, the report then presents specific plans for reaching new markets, developing or changing services/products, and improving institutional image. For each of over 50 objectives, specific marketing strategies are presented, including the following information: (1) market goal; (2) target market; (3) office responsible and completion date; (4) justification and anticipated benefits; (5) summary of approach; (6) action plan, including steps, procedures, assignments, and deadlines; (7) costs; and (8) evaluation approach. (EJV)

ED 263 959 JC 860 004

Weeks, Ann A.
Student Opinion Survey.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- Nov 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Participant Satisfaction; Questionnaires; School Surveys; *Student Attitudes; *Student Characteristics; Two Year Colleges; *Two Year College Students
IDENTIFIERS- Dutchess Community College NY

As part of a larger State University of New York study, a survey was conducted by Dutchess Community College (DCC) to gather information from students regarding the availability and quality of programs and services at DCC. An in-class survey, conducted to provide the most representative sample, yielded responses from 760 students in 56 classes for a 92% response rate by class. Study findings included the following: (1) overall, students felt the quality of education at DCC was excellent or good and that the services were satisfactory; (2) students expressed desires for improvements in campus lighting, parking, advisement, registration, and course availability; (3) full-time students stated intentions to transfer to four-year colleges and the pursuit of associate degrees as their first and second priorities, while part-time students indicated the same goals in reverse order; (4) convenient location, low cost of attending, desired courses offered, and the opportunity to continue working while attending were the major reasons both full- and part-time students selected DCC; and (5) although full- and part-time students shared certain characteristics, the two groups were found to be distinctly different markets, composed of different market segments. The study report includes portraits of "typical" students, provided for full- and part-time students; female and male students; students under 23 years of age, between 23 and 29, and over 29; minority students; and students with a grade point average less than 2.0. The questionnaire and student comments are also included. (EJV)

ED 263 973 PS 015 046

Shields, Maureen; Ireson, Judith M.
Children's Ability to Recognise Emotion from Photographs.
PUB DATE- Sep 84
NOTE- 18p.; Paper presented at the Conference of the British Psychological Society (Lancaster, England, September 14-17, 1984).
GRANT- ESRC-C00-23-2109
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Children; Foreign Countries; *Identification; *Photographs; *Social Cognition
IDENTIFIERS- *Emotions; England (London); *Facial Expressions

A total of 128 middle- and upper-working class children in four age groups, ranging in 2-year intervals from 4 to 10 years of age and equally divided by sex, viewed 28 photographs of adults and children expressing seven emotions in order to explore developmental changes in children's ability to differentiate emotions. Emotions modeled were happiness, sadness, fear, anger, disgust, surprise, and shame. Four tasks were posed; results of matching, labelling and comprehension tasks are reported. Whereas children in this sample showed a much greater deceleration of the curve of success than did Izard's (1971) sample, results from these London children are in some ways very similar to those obtained in his study of American and French children. The steep rise in successful recognition and labelling he obtained in those children between 2 and 5 years is also shown in the steep rise found between the 4- and 6-year-olds of this sample. These subjects also displayed the marked difference between labelling and comprehension which may be indicative of their relative unfamiliarity with emotional terms and emotion as a field of discourse. Subjects frequently confused shame and sadness, fear and surprise, and anger and disgust. Happy, sad, frightened, and surprised expressions were those most easily discriminated, with happiness by far the best distinguished. (RH)

ED 263 987 PS 015 435

Us in a Bus: A Transportation Manual for Head Start Programs.

Education Development Center, Inc., Newton, Mass.; Wheelock Coll., Boston, Mass.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
REPORT NO.- DHHS-OHDS-85-31192
PUB DATE- Aug 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Bus Transportation; Guidelines; Planning; Preschool Children; Preschool Education; *Safety; *Staff Development; *Student Transportation; Training
IDENTIFIERS- *Project Head Start

The purpose of this manual is to provide Head Start directors, transportation supervisors, and trainers with information and activities that will help develop, enhance, and maintain a safe and efficient transportation system for their programs. Contents are organized into three categories: safety procedures, planning a transportation system, and training strategies and activities. The section on safety includes guidelines for operational safety and emergency procedures. Topics covered range from vehicle maintenance and the rules of safe driving to procedures for accidents, breakdowns, and adverse road conditons. The section on planning addresses the roles and responsibilities of the key members of the transportation team: the transportation manager, bus driver, monitor, other staff, and parents. Special attention is given to the selection and hiring process for bus drivers. In addition, worksheets organized according to questions likely to be asked by drivers, staff, and parents that will assist each Head Start agency in developing its own transportation policies are included. The training section contains sample activities for transportation inservice, addressing such topics as child development and discipline, bus safety, classroom and home safety games, and effective communication. (RH)

ED 264 045 PS 015 547

Fitzgerald, Sheila; And Others
School Readiness: Teacher Judgment Versus Formal Assessment.
PUB DATE- 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Early Childhood Education; Interviews; Kindergarten; Observation; Parent Attitudes; *Prediction; Preschool Children; Preschool Teachers; *School Readiness; *Screening Tests; Student Attitudes; Student Behavior; *Teacher Effectiveness
IDENTIFIERS- *Gesell School Readiness Test

With increasing frequency, school readiness tests are used to determine a child's potential for kindergarten and/or the child's placement in a certain type of kindergarten program. This study compared two teachers' predictions of test results for 20 children with the scores children achieved in actual testing situations. The study also queried the children and their parents about the purposes and values of standardized tests. Results of the study showed that these teachers were able to predict with a high degree of accuracy the test assessed scores the children received. Children had little understanding of the meanings of tests, and their parents wanted a combination of test results and teachers' observations to be used in making judgments of their children's abilities. (Author/RH)

ED 264 073 RC 015 551

Latham, Glenn I.
Fifteen Most Common Needs of Indian Education.
PUB DATE- Oct 84
NOTE- 29p.; Paper presented at the National Indian Child Conference (6th, Albuquerque, NM, October 29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; *American Indian Education; American Indians; Behavior Standards; *Educational Assessment; *Educational Improvement; *Educational Needs; Elementary Secondary Education; Language of Instruction; Learning Disabilities; Parent Participation; Public Schools; Student Mobility; *Student Needs; Student Placement; Teacher Improvement; Teacher Supervision; Teaching Methods; *Time on Task; Vocational Education
IDENTIFIERS- Bureau of Indian Affairs Schools; Johnson O Malley Act

Educational needs characteristic of programs in Bureau of Indian Affairs schools or schools receiving Johnson-O'Malley funds on 16 reservations across the United States were presented with suggestions for meeting these needs. The needs were (1) increase academic engagement from the observed one-third of time intended for instruction; (2) increase use of cues and reinforcers and student involvement in the learning process to assure entry level skill mastery; (3) appropriately challenge students in academic performance and behavior compliance; (4) develop coordination among the referral, assessment, placement, and instructional processes in special education; (5) functionally define learning disabilities; (6) provide secondary school vocational education; (7) improve coordination between regular and special education; (8) improve parental involvement in the educational system; (9) eliminate effects of teacher isolation and cultivate professionalism; (10) decrease staff turnover or its effects; (11) establish a functional relationship between student Individualized Education Programs (IEPS) and classroom instruction; (12) improve inservice training; (13) decrease frequent student transfers between public and Bureau of Indian Affairs schools; (14) provide instruction in English; and (15) adequately supervise teachers. Six figures provide data and amplify the text. (LFL)

Usiskin, Zalman; Bell, Max
Applying Arithmetic: A Handbook of Applications of Arithmetic. Part I: Numbers.
Chicago Univ., Ill. Dept. of Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 155p.; For related documents, see SE 046 235 (part II) and SE 046 236 (part III).
GRANT- NSF-SED-79-19065
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Elementary Education; *Elementary School Mathematics; *Mathematical Applications; Mathematics Education; *Mathematics Instruction; Number Concepts; *Numbers; *Teaching Methods
IDENTIFIERS- National Science Foundation

The first four chapters of a 14-chapter, three-volume work on arithmetical applications are contained in this document. Each chapter details the "use classes" of one broad arithmetical concept. (A "use class" of a concept is a set of examples of real world uses of the concept which share a common structure). Each chapter contains: an introduction and summary; three to six sections, each devoted to one use class and containing a general introduction, questions, and comments; suggestions for teaching or illustrating a given concept; questions which test understanding of the ideas presented; and notes and commentary, with reasons for selecting particular use classes, related research, and short essays on issues related to applying the concepts. Topics of the chapters include: (1) use of single numbers (counts, measures, locations, ratio comparisons, codes, and derived formula constraints); (2) use of ordered pairs, triples, or n-tuples (counts, measures, locations, ratios, codes, and combined uses); (3) uses of collections of numbers (domains, data sets, neighborhoods, and solution sets); and (4) uses of variables (formulas, unknowns, properties, and storage locations). (JN)

Solar Cooking. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).; National Science and Technology Authority (Philippines).
PUB DATE- Aug 84
NOTE- 25p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alternative Energy Sources; Cooking Instruction; *Energy Education; Foreign Countries; High Schools; Learning Activities; Science Activities; Science Education; *Secondary School Science; *Solar Energy
IDENTIFIERS- *Philippines; *Solar Cooking

This module is designed to help students: (1) describe a way of tapping solar energy; (2) identify the main parts of a box type solar cooker; (3) describe how each part contributes to the trapping of heat energy in the cooker; (4) cook some food in a solar cooker; and (5) recognize that food cooked in a solar cooker is safe to eat. It includes: an introductory comment about solar energy, pointing out that the Philippines is within the equatorial band of the earth which receives the highest concentration of solar radiation; information on cooking with solar energy; activities (which focus on the parts of a solar cooker and on cooking with the device); a self-check (with answers); and instructions for constructing a solar cooker. (JN)

ED 263 775 FL 015 396

Phillips, John; Cribbs, Diane

Meeting Friends and Bumming Cigarettes: Training Teachers to Teach Social Language.

PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- *Acculturation; Adolescents; Adults; Cambodians; Course Descriptions; *Cultural Awareness; *English (Second Language); Foreign Countries; Inservice Teacher Education; *Language Styles; *Refugees; Second Language Instruction; *Social Life; Vietnamese People

In an effort to address both the interests of Khmer and Vietnamese refugee students and the experiences of refugees making the adjustment to life in the United States, the Galang Refugee Processing Center developed a social language unit to add to the curriculum. The unit is designed to teach students socially appropriate ways to make and communicate with friends. The English-speaking Indonesian teachers at the center, most of whom have not been to the United States, are trained in the language used in the unit and in the subtle features of American culture underlying the language use. Simulation and role-playing, recorded on viedotape, are used to train the teachers. Also, in response to teacher interest in additional information, handouts containing a variety of dialogues were prepared and distributed. Classroom games and situation cards were also developed for teacher training and classroom use. A result of the unit's inclusion has been more social language use outside the classroom at the refugee center. (MSE)

ED 263 817 HE 018 861

Polson, Cheryl J., Ed.
Academic Advising as a Form of Teaching. Proceedings of the National Conference on Academic Advising (8th, Philadelphia, Pennsylvania, October 14-17, 1984).
National Academic Advising Association, Pomona, NJ.
PUB DATE- 1 Jul 85
NOTE- 161p.; Conference cohosted by Kansas State University, Stockton State Collee, University of Delaware, and Temple University.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Advising; Adult Students; *Career Counseling; College Freshmen; College Instruction; *College Students; Computer Oriented Programs; Databases; *Faculty Advisers; Higher Education; High Risk Students; Majors (Students); School Orientation; *Staff Development

Proceedings of the 1984 National Conference on Academic Advising are presented, including three main addresses, brief overviews of workshops, detailed outlines of topical sessions, and abstracts of 58 conference papers. The conference highlighted advisors' involvement in critical teaching functions. General session titles and authors are as follows: "Advising for Diversity" (L. Lee Knefelkamp); "Developing Reasonable Adventurers" (Roy Heath); and "The Centrality of Academic Advising: Are We Responding to the Challenge?" (Charles W. Connell). Topics of conference workshops, sessions, roundtables, and papers include: time management for academic advisors, advising minority students, the use of computerized information databases by academic advisors, career advising for adult students, advising student athletes, developing faculty advising skills, peer advising programs, orientation, prompting cooperation between faculty and professional advisors,

advising in the tenure/promotion process, advising for lifelong learning through continuing education, advising day versus evening students, advising reentry males, counseling as part of academic advising, advising high-risk freshmen, and retention and changes in a student's major. (SW)

ED 263 873 IR 011 857

Steil, Toni L.

Tutorials for Software: A Comparison of the Appleworks Software Tutorial with Pre-Entered Data and an Experimental Tutorial with User Entered Data.

PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; Educational Strategies; Higher Education; *Man Machine Systems; *Microcomputers; Questionnaires; Statistical Significance; Student Attitudes; Teaching Methods
IDENTIFIERS- Appleworks Software Tutorial; Instructional Effectiveness; *Spreadsheets; *Tutorial Mode

A study was devised, using 20 undergraduate students chosen at random from an introductory psychology course, to measure the teaching effectiveness of two computer tutorials oriented to the spreadsheet portion of Appleworks. The first tutorial provided a data disk with pre-entered data for the user to manipulate, but no error correction information; the second, which included error correction information, required users to set up a spreadsheet format using a given example, then to enter their own data, and finally to manipulate the data using the program functions. Tutorials were evaluated on four dependent variables: (1) measure of time taken to use them; (2) user satisfaction ratings taken from questionnaires; (3) errors made as measured after completion of the tutorial; and (4) requests for assistance from the experimenter. Results indicate a significantly higher rating for use of the experimental tutorial, which required the user to enter the data, over the manufacturer's tutorial with its data disk; comparable time was spent on task measurements, although subsequent errors were more frequent during the use of the manufacturer's tutorial; and those utilizing the manufacturer's tutorial required more assistance from the experimenter than did the experimental group, suggesting that the experimental tutorial provided clearer instructions. The software tutorial questionnaire and scoring criteria are appended. (JB)

ED 263 903 IR 011 890

Copyright and Technological Change. Hearings before the Subcommittee on Courts, Civil Liberties, and the Administration of Justice of the Committee on the Judiciary. House of Representatives, Ninety-Eighth Congress, First Session on Copyright and Technological Change (July 20 and 21, 1983).

Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- 85
NOTE- 559p.; Portions in small print.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Copyrights; *Federal Legislation; Futures (of Society); Hearings; Legal Problems; Legal Responsibility; *Technological Advancement; Telecommunications
IDENTIFIERS- Congress 98th; Copyright Law 1976

This hearing addressed three major issues: How should copyright law respond to technological change? Should copyright law accommodate changes initiated outside the law, or attempt to delay change by preserving existing rights? and How should the legal dividing lines be drawn between the sometimes competing demands of consumer and proprietor? Statements and testimony from the following individuals and organizations are presented: (1) John F. Banzhaf, III, professor of law, George Washington University Law School; (2) Joseph F. Coates, president, J. F. Coates, Inc.; (3) Benjamin M. Compaine, executive director, Program on Information Resources Policy, Harvard University; (4) David Lange, professor of law, Duke University School of Law; (5) Frederick Weingarten, program manager, Communication and Information Technologies Program, Office of Technology Assessment; (6) Edward M. Cramer, president, Broadcast Music, Inc.; (7) Roy N. Freed; (8) Arthur J. Levine; and (9) Richard H. Stern. Four appendices include materials from the Congressional Copyright and Technology Symposium, Fort Lauderdale, FL, February 4-6, 1984; materials relating to an Office of Technology assessment study on intellectual property rights in the age of electronics and information; reprints of six articles; and judicial decisions and legislative materials. (JB)

ED 263 917 IR 051 339

Lane, Martha A.; And Others
California Literacy Campaign Program Effectiveness Review.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- 25 Oct 84
NOTE- 100p.; For related document, see IR 051 340.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Literacy; Educational Assessment; *Library Services; *Literacy Education; Program Descriptions; *Program Effectiveness; Program Evaluation; *Public Libraries; Questionnaires; Sampling; State Aid; State Libraries; *State Programs; Surveys; *Tutorial Programs
IDENTIFIERS- *California Literacy Campaign

This effectiveness review of the California Literacy Campaign (CLC), a program designed to significantly reduce the number of functionally illiterate adults in California, was submitted to the California State Library for consideration of continuation of state funding beyond 1984-85. The review includes an analysis of existing data (state library directives, guidelines and criteria, and second-quarter reports of the 27 funded projects in public libraries); telephone interviews with a sample of adult literacy students; and a written questionnaire survey of a sample of tutors. This evaluation incorporated a modification of the discrepancy model which compares a program's performance to the standards set for its performance. The analysis of existing data was conducted in three steps: all standards, goals, and outcomes set for the campaign at various stages in its first two quarters of development were reviewed, refined, and organized into major program outcomes and processes; all available data were analyzed to determine discrepancies between intended and actual outcomes; and implications and recommendations for improvements were generated. Following an introduction which covers background, overview, study design and execution, a review of the literature, and definitions, the report is divided into four sections and appendices. They include: (1) The Adult Literacy Students; (2) The Tutors; (3) The 27 Library Literacy Projects; and (4) The Work of the California State Library. A CLC project locations map, the student interview guide, the tutor questionnaire, and the library literacy project directors' questionnaire are appended. (THC)

ED 263 945 JC 850 593

Smith, Joshua L.
The 1986 Basic Agenda of the Board of Governors of the California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Dec 85
NOTE- 23p.; Discussed as Agenda Item 11 at a Meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 5-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; *Community Colleges; *Educational Objectives; Educational Planning; *Educational Policy; Governance; *Governing Boards; Long Range Planning; Policy Formation; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

The Board of Governors of the California Community Colleges' Basic Agenda for 1986 is presented. The Board's basic agenda is a proposed public policy statement that identifies major goals and policy-making activities which the state and the community colleges should initiate or complete during 1986. Five objectives are presented which establish the larger context for community college reform: excellence, mission, finance, governance, and accountability. Goals are identified for each of these areas, including the following: (1) promote excellence in community college programs, services, and employees through the joint efforts of the state and the community college system; (2) clarify and fulfill the mission of community colleges by fully assisting the state's effort to review the mission and by acting to assure access to and success in postsecondary education among all student groups;

(3) secure adequate, stable, predictable, and equitable funding for community colleges for 1986-87 and for the long-term; (4) clarify and improve the governance structure for community colleges; and (5) improve state and local accountability for the effectiveness and efficiency of community colleges, with particular focus on improving systemwide accountability functions administered by the Board of Governors. A discussion and a series of recommendations accompany each goal statement. (LAL)

ED 264 032 PS 015 514

Goncu, Artin
Toward an Interactional Model of Developmental Changes in Social Pretend Play.
ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 32p.; To be published as a chapter in Current Topics in Early Childhood Education, v7, 1987, Ablex Publishing Corporation, Norwood, NJ., Lilian G. Katz, Editor. Chapter presented at the Annual Meeting of the International Society for the Study of Behavioral Development (Tours, France, July 1985).
CONTRACT- 400-83-0021
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Children; *Cognitive Ability; *Emotional Experience; *Pretend Play; *Social Development
IDENTIFIERS- Developmental Patterns; *Negotiation Processes; Process Analysis; Process Skills; *Scripts (Knowledge Structures); Social Interaction

The primary aim of this discussion is to demonstrate that social pretend play is a process of negotiation involving children's attempts to reach minimal agreements in order to maintain the play activity. The second purpose is to show that the quality of negotiation changes in content and form as social pretense evolves and that this process is reflected in different phases of play. To these ends, the paper provides a theoretical framework for the discussion of shared and personal foundations of negotiations. Additionally, current research findings are reviewed in terms of developmental patterns in the negotiations that transpire during four phases of social play: (1) becoming a member of a play group; (2) making a transition into the pretend mode; (3) planning and maintaining social pretend play; and (4) terminating pretend play.

Concluding remarks point out that, while a complete cycle of social pretend play includes these four phases, not every instance of social pretense involves all four, the phases may not occur sequentially, and play can be terminated before the cycle is completed. Depending upon the degree of shared representation of events and forms of communication, children's play may take different forms. It is likely that play becomes more scripted with age, although it retains its personal qualities. Future research needs to identify developmental changes in the evoluation of play interaction. Extensive references are included. (RH)

ED 263 713 EC 180 983

School-Based Support Teams, 1981-82 and 1982-83. E.H.A. Part B Flow-Through Entitlement. O.E.E. Evaluation Report.

New York City Board of Education, Brooklyn. Office of Educational Assessment.

PUB DATE- Mar 84
NOTE- 80p.; Prepared by the Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ancillary School Services; Criteria; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Mainstreaming; *Student Evaluation; Student Placement; Teamwork
IDENTIFIERS- New York (New York); *School Based Support Teams

The report documents the 1981-82 and 1982-83 cycles of School-Based Support Team (SBST) services administered by the New York City Public Schools Division of Special Education. SBSTs include school social workers, psychologists, and educational evaluators as core members and are intended to provide consultation and support to regular education teachers and pupils, assess and make recommendations for referred pupils, and provide related services to students in all settings. Four chapters present findings, conclusions and recommendations in the following areas (sample subtopics in parentheses): (1) SBST implementation (activities, staff); (2) evaluation of the program objective of providing timely assessment of all students referred for evaluation (comparison of compliance statistics by school level, district, and region); (3) student movement within and out of special education (least restrictive environment movement and decertification citywide); and (4) individual student data (parent involvement and recommended transfer). Another chapter presents interviews with SBSTs, members of the Committee on the Handicapped, and school staff regarding such aspects as SBST criteria for transfer or decertification and provisions for mainstreaming. The final chapter summarizes conclusions, including marked improvement in the 1982-83 timely assessment objective and substantial variability in decertification and in least restrictive environment movement. Recommendations are made for developing uniform guidelines regarding individual education program reviews, criteria for transfers, and provisions and criteria for mainstreaming. (CL)

Implementation of Minnesota's Surrogate Parent Rules: An Administrator's Manual.

Minnesota Curriculum Services Center, White Bear Lake.; PACER Center, Inc., Minneapolis, MN.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 84
NOTE- 45p.; Credit to the Indiana Surrogate Parent Program and Department of Public Instruction for partial adaption of their surrogate materials for use in Section Three and the Appendix. For the surrogate parents' manual, see EC 181 000.
AVAILABLE FROM- Minnesota Curriculum Services Center, 3554 White Bear Ave., White Bear Lake, MN 55110 ($5.00 post paid, Catalog No. B622).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administration; *Disabilities; Elementary Secondary Education; Program Development; *State Standards
IDENTIFIERS- *Minnesota; *Surrogate Parents

The administrator's manual is designed to help Minnesota's school districts to implement their new surrogate parent programs. The first section explains what must occur according to federal and state rules and regulations on the topic. Three steps are identified: (1) identifying students who need surrogate parents; (2) recruiting and naming surrogate parents; and (3) understanding the duties of, and training for, surrogate parents. The second section contains answers to commonly asked questions regarding legal liability, eligibility, terms, and special considerations. The final section provides specific guidelines for school districts to use in developing surrogate parent programs (based on the three steps addressed in section 1). (CL)

ED 263 744 FL 015 264

A Curriculum Guide for English for Speakers of Other Languages (ESOL) Center Programs in the Secondary Schools.

Prince George's County Public Schools, Upper Marlboro, Md.

PUB DATE- 75

NOTE- 31p.

AVAILABLE FROM- Prince George's County Public Schools, Upper Marlboro, MD 20870.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Environment; County School Districts; *Cultural Education; Culture Conflict; Curriculum Guides; *Educational Objectives; *English (Second Language); *Intensive Language Courses; Language Skills; Program Descriptions; Pronunciation; Secondary Education; Second Language Instruction; *Student Placement; Testing

IDENTIFIERS- Prince Georges County Public Schools MD

A program and curriculum guide intended for teachers, counselors, and administrators concerned with English-as-a-second-language (ESL) instruction in Prince George's County public secondary schools is presented. The guide describes the intensive language program; academic and cultural problems often found within the school and related to the influx of limited-English speakers; special problems anticipated in the ESL classroom; ESL goals and objectives; testing instruments and placement; beginning and intermediate level instructional objectives for listening comprehension, speaking, reading, and writing, including potential pronunciation problems at the beginning level; and cultural education. (MSE)

ED 263 846 HE 018 895

Guastello, Stephen J.
Butterfly Catastrophe Model of Motivation in Organizations: Evaluation of an Introductory Psychology Course.
PUB DATE- May 85
NOTE- 39p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (57th, Chicago, IL, May 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Instruction; College Students; Education Work Relationship; Higher Education; *Introductory Courses; Learning Motivation; *Models; Occupational Aspiration; *Prediction; *Psychology; Sex Differences; *Student Motivation
IDENTIFIERS- Butterfly Catastrophe Model; *Catastrophe Models

The efficiency of the butterfly catastrophe model for describing and predicting performance changes in an educational setting was studied. Subjects were 455 introductory psychology students. Changes in performance on the first exam and three subsequent exams were examined, plus extra credit for participation in psychology experiments. The butterfly difference equation was tested using hierarchical stepwise regression. The model, which assumes nonlinear change, predicted performance more accurately than two linear alternatives. Where the goal was to predict performance at the end of the program, the butterfly model offered a 37.7 increase in utility. Larger positive changes in performance were observed for successive administrations of the course, indicating that the course was steadily improving. The degree to which the course was perceived as important for career goals (extrinsic instrumentality), was found to be a significant bifurcation variable. Women showed more favorable performance changes compared to men. The butterfly model described the motivational dynamics taking place in the classroom. The collective learning curves varied along four parameters: extrinsic motivation, intrinsic motivation, programmatic differences, and ability. Equations and explanations of the model, including applications for training evaluation, are included. (SW)

Kulik, Chen-Lin C.; And Others
Effectiveness of Computer-Based Adult Education.
PUB DATE- Mar 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For a related document, see IR 011 876.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adult Education; Adult Programs; *Adult Students; *Computer Assisted Instruction; Literature Reviews; *Meta Analysis; Microcomputers; Student Attitudes; Teaching Methods
IDENTIFIERS- *Instructional Effectiveness

The meta-analytic approach used in this review is similar to that described by Glass et al. (1981), whose approach requires a reviewer to locate and code studies of an issue, to code study outcomes on a common scale, and to use statistical methods to relate study features to outcomes. The studies considered for use in this meta-analysis came from three sources: references in Orlansky and String's (1979) review of findings on computer effectiveness in military training; a computer search of two data bases, Comprehensive Dissertation Abstracts and ERIC; and branching from the bibliographies in documents located through these computer searches. The procedure yielded 24 studies that met basic criteria for inclusion in the study pool. The instructional outcome measured most often was student learning, as indicated on achievement examinations given at the end of the program of instruction. Findings indicate that computer based education (CBE) usually has positive effects on the adult learner: CBE raised the examination scores of such students by 0.42 standard deviations in the average study. Two study features appeared to be related to the size of achievement effect reported in the studies: type of CBE and publication source for the studies. However, reliable conclusions cannot be reached about long-term cognitive effects of CBE because of the small number of studies in this area. (Author/JB)

ED 264 002 PS 015 467

Dennis-Small, Lucretia; Cohen, Miye

Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment Project. Final Report: Innovations in Protective Services.

Texas State Dept. of Human Resources, Austin.

SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 85
NOTE- 86p.; For related documents, see PS 015 465-471.
GRANT- OHDS-06C23-09

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Attitude Change; *Child Abuse; *Child Neglect; *Curriculum Development; Curriculum Evaluation; *Intervention; Program Descriptions; Program Effectiveness; Program Evaluation; *Program Implementation; Sexual Abuse; Teamwork
IDENTIFIERS- Impact Evaluation; Texas

An evaluation was made of the Multidisciplinary Institute for Child Sexual Abuse Intervention and Treatment, a project established mainly to develop a curriculum for interdisciplinary child sexual abuse training, change attitudes and increase knowledge and skills of trainees, and promote a team approach toward training and case management among community professionals. Part I of the report, a process description, discusses the impetus for the project and the techniques used to get the project started. Also discussed are techniques used to secure the project's existence after P.L. 93-247 funding ended. Discussed in detail are methods used to develop a sound curriculum, to help community professionals develop a team approach to training, and to establish the Institute as a continuing resource for training. Recommendations for replication of the Insititute are provided. Part II discusses the evaluation and its findings in three areas: knowledge improvement, curriculum assessment, and changes in attitudes and perceptions toward child sexual abuse identification, treatment, and intervention. Major findings indicate that the Institute's training (1) led to increased knowledge about child sexual abuse, (2) was viewed favorably by trainees, and (3) had a positive effect on trainees' attitudes and perceptions. (RH)

ED 264 017 PS 015 495

Anbar, Ada
Reading Acquisition of Preschool Children without Systematic Instruction.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Developmental Stages; *Early Reading; Incidental Learning; Models; *Parent Role; *Prereading Experience; *Preschool Children; *Reading Achievement; *Reading Processes; Reading Research

The reading development of six preschool children who learned to read at home without systematic instruction was studied in depth using the case study method. The main objective of the study was to ascertain (1) if there was an identifiable process by which these children learned to read and (2) the role of the parents in these children's early reading acquisition. Findings indicate an evolving process of reading acquisition for each subject; a strong similarity in the process of reading acquisition across subjects; development taking place across several sequential steps or stages; and the influence of parents in developing children's reading ability, although their help seemed to be mostly spontaneous, intuitive, and unplanned. Based on findings, a model is proposed that describes possible stages in the reading development of preschool children who learn to read without systematic instruction. (Author/RH)

Cobarrubias, Juan, Ed.
Langauge Policy in Canada: Current Issues. A Selection of the Proceedings of the Papers Dealing with Language Policy Issues in Canada at the Conference "Language Policy and Social Problems" (Curacao, Venezuela, December, 1983). Publication B-150.
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-159-9
PUB DATE- 85
NOTE- 99p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Acculturation; Canada Natives; *Cultural Pluralism; Educational Policy; Ethnic Groups; Foreign Countries; Immigrants; *Language Planning; *Minority Groups; Native Language Instruction; *Public Policy; *Regional Planning; Second Language Instruction; Trend Analysis
IDENTIFIERS- *Canada

The papers related to Canadian language policy at an international conference are presented: "Language Policy in Canada: Current Issues" (Juan Cobarrubias); "Multiculturalism and Language Policy in Canada" (Jim Cummins, Harold Troper); "Defining Language Policy in a Nationalistic Milieu and in a Complex Industrialized Region: the Quebec Case" (Jean-Denis Gendron); "The Impact of Minority on Language Policy and the Impact of Language Policy on Minority in Quebec" (Don Cartwright); "Facts and Fancies in Language Education of Ethnocultural Minorities" (Bruce Bain); "Language Education for Northern Canadian Native Students: A Case Study of Fort Albany, Ontario" (Kelleen Toohey); and "Multiculturalism as De-acculturation" (Claudia Persi-Haines, Ian Pringle). (MSE)

ED 263 790 FL 015 416

Li Lee, May-yu

Making Apologies in Cantonese.

PUB DATE- 83
NOTE- 103p.; Master's Thesis, Hong Kong Polytechnic Institute. Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Age Differences; *Cantonese; Cultural Context; *Discourse Analysis; *Interpersonal Communication; Language Research; Language Styles; *Pragmatics; Research Needs; Role Perception; Sex Differences; *Social Behavior; Sociocultural Patterns; Sociolinguistics; *Speech Acts
IDENTIFIERS- *Apologies; Hong Kong

Two experiments were undertaken in Hong Kong to examine sociocultural factors in the speech acts of making apologies in Cantonese. The first experiment involved ten men who were given role cards describing various situations with minor to serious problems for which they must apologize. The influence of certain situational variables on the expressions used was examined. In the second experiment, both male and female individuals elicited apologies in department stores by intentionally bumping others. The kinds of apologies used in the situations were recorded. A series of assumptions about the usual forms and patterns of apologetic utterances and more significant contextual variables, including role identities, sex, age, and socioeconomic background of the interlocutors, were generally confirmed. (MSE)

Morsi, Mohamed Monir; Al-Kobaisi, Abdullah J.

University Education in Qatar: A Case Study.
Qatar Univ., Doha. Educational Research Centre.
REPORT NO.- ERC-68
PUB DATE- Jul 84
NOTE- 25p.; Paper presented at the World Congress on Comparative Education (5th, Paris, France, July 2-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Arabs; Case Studies; College Buildings; College Faculty; College Graduates; College Programs; College Students; Departments; *Foreign Countries; *Higher Education; *Islamic Culture; *State Universities
IDENTIFIERS- *Arabian Gulf Region; Middle East; *Qatar; University of Qatar

The development of the University of Qatar, which is located in the Western Arabian Gulf, is described. The only higher education (tertiary) institution, the university is public with an independent structure and budget. In addition to its academic studies and preparation of graduates for work, the university seeks to preserve the Islamic and Qatari cultural heritage. Additional principles underlie Qatar college studies: university education is free; male and female students are separated in every aspect of university activities; academic freedom is guaranteed within the Arab and Islamic traditions; Arabic is the language of instruction, whenever possible; employment of Qataris is guaranteed after graduation; the university is publicly funded, within the general budget of the state. Since its establishment as a college of education in 1973, the university has grown in size and structure, and currently comprises four research centers and five faculties: education, humanities and social sciences, science, Islamic Studies, and engineering. Departments under each division are identified, and information is provided on university administration, access to higher education, academic programs and degrees, students and scholarships, academic achievement, graduates, teaching staff, and new buildings. (SW)

ED 263 832 HE 018 877

Brum, Joseph, Jr.
Effects of Computer-Assisted Instruction on Students' Final Grades. Applied Educational Research And Evaluation.

PUB DATE- 18 May 83
NOTE- 32p.; Doctoral Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- Business Administration Education; *College Instruction; College Students; Comparative Analysis; *Computer Assisted Instruction; *Grade Point Average; Higher Education; *Lecture Method; Teaching Methods; Technical Institutes
IDENTIFIERS- *Fayetteville Technical Institute NC

The effect of computer-assisted instruction versus the traditional lecture method on final grades was compared with two groups of students taking two business organization classes at Fayetteville Technical Institute. Thirty-two students attended four 1-hour lectures per week (the control group), while 38 students received computer-assisted instruction for four 1-hour classes each week (the experimental group). The control group consisted of 17 freshmen and 15 sophomores, while the experimental group consisted of 23 freshmen and 15 sophomores. Both groups, who had the same instructor, were administered pre- and post-tests, which consisted of 25 multiple choice and 25 true and false statements that were selected from the instructor's manual. It was found that, on the average, students who received computer-assisted instruction achieved a significantly higher grade point average than students who received lecture material in the traditional manner. (SW)

ED 263 860 HE 018 911

Pell Grant Validation Imposes Some Costs and Does Not Greatly Reduce Award Errors: New Strategies Are Needed. Report to the Honorable Paul Simon, United States Senate.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO-PEMD-85-10

PUB DATE- 27 Sep 85

NOTE- 177p.

AVAILABLE FROM- General Accounting Office, Document Handling and Information Service Component, Box 6015, Gaithersburg, MD 20877 (free).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Accountability; Case Studies; Change Strategies; College Students; Data Collection; Disclosure; *Eligibility; *Error Patterns; Federal Government; *Financial Aid Applicants; Financial Policy; Grants; Higher Education; Information Needs; National Surveys; Program Costs; Program Evaluation; Public Policy; *Student Financial Aid; Student Financial Aid Officers

IDENTIFIERS- *Department of Education; *Pell Grant Program

Efforts of the U.S. Department of Education to verify data submitted by applicants to the Pell Grant program were analyzed by the General Accounting Office. The effects of carrying out the Department's policy or methodology, called "validation," on financial aid applicants and colleges were assessed. Costs of 1982-1983 validation on schools were evaluated through in-depth case studies of a representative sample of 12 schools. Additional analyses involved: a national mail survey of financial aid officers at a stratified random sample of 400 colleges; a mail survey of students at 3 types of schools selected from the 12 in the case studies; review of the Department's recent studies of Pell error; and interviews with federal officials and representatives of private groups. In 1982-1983 the Department increased to 1.66 million the number of applicants who must validate their eligibility. The estimated cost to colleges was less than 1 percent of the total Pell program, which provided $2.4 billion in grants during the year. The Department's studies identify continuing problems with award accuracy and the error is sizable. Recommendations to improve the Department's policies and procedures are offered. Appendices include information on the research design and methodology. (SW)

ED 263 932 JC 850 568

Read, James W.
The Board Retreat: For Listening, Learning and Understanding.
PUB DATE- Oct 85
NOTE- 9p.; Paper presented at the Annual Convention of the Association of Community College Trustees (16th, Denver, CO, October 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; Community Colleges; *Governing Boards; Group Discussion; Group Dynamics; Problem Solving; Training Methods; *Trustees; Two Year Colleges
IDENTIFIERS- *Retreats

Retreats, which have been used by churches and corporations for some time, are currently being looked into by college presidents and boards of trustees as a means of training and problem solving. While many types of retreats may not be appropriate for boards, a well-planned working retreat can be an effective way for trustees to: (1) really get to know one another and the backgrounds, skills, and philosophies that have shaped individual points of view; (2) become better acquainted with the college's chief executive officer (CEO), administrative staff, faculty, support staff, and student government; (3) be informed about the progress of academic programs, vocational activities, and program successes; (4) be made aware of institutional concerns, potential problems, and the need for changes in program direction or policy; and (5) plan and articulate the role and mission of the college. Retreats also furnish the environment for listening--the most important role performed by board members--to the CEO and to other members of the college community. Northeastern Junior College (NJC) holds two board workshops per year. Agendas for these meetings, developed by the CEO and the board, brought to the board's attention issues such as long-range planning, logos, building names, alcohol on campus, the need for a development office, and salary negotiation procedures. The experiences of NJC have shown that the success of retreats is affected by the attendance of all board members; adequate planning; participation by faculty, staff, and students; media awareness of the site and agenda of the meeting; sufficient time for relaxation; and the understanding by all members that the retreats are for listening, discussing, and learning, rather than decision making. (AYC)

ED 263 960 JC 860 006

Brody, Carmen
Department of Industrial Health and Saftey Promotion: Curriculum Plan.
PUB DATE- Nov 85
NOTE- 13p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Health Activities; Health Education; *Inplant Programs; Inservice Education; *Labor Education; *Nonschool Educational Programs; *Occupational Safety and Health; *Safety Education

The industrial health and safety promotion curriculum described in this paper is intended for an industrial manufacturing plant employing approximately 10,000 people. The paper begins by describing the plant and the workers for which the curriculum was designed. Next, a rationale for having a Department of Industrial Health and Safety program within the organization is presented, highlighting the importance of employees' understanding of their rights and responsibilities regarding their own health and safety. The department's goals are stated next (i.e., to encourage all levels of employees, from executive to assembly line, to reduce the number of health and safety hazards in the workplace; to develop health and safety programs; and to encourage employees to maintain healthful lifestyles), followed by a listing of specific objectives to be attained through employee participation in the curriculum. After identifying the groups for whom the curriculum was developed, the paper provides an annotated list of required and optional courses, which include "Safety on the Job," "Natural Disasters," "Handling Fires," "The Injured Employee," "Environmental Hazards," "The Purpose of Immunizations," "Nutrition and Good Health," "Exercising for Health," "Coping with Stress," "Substance Abuse," and "Parenting." Procedures for implementing the curriculum are outlined next, followed by information on evaluating the achievement of curricular objectives and curriculum revision. (EJV)

ED 263 974 PS 015 246

Wright, Mary J.

The History of Developmental Psychology in Canada.

PUB DATE- 27 Apr 85
NOTE- 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Child Psychology; Child Rearing; *Developmental Psychology; Foreign Countries; *Intellectual History
IDENTIFIERS- *Canada

The history of developmental psychology in Canada prior to 1960 is concisely recounted. Discussion begins with an account of the scholarly interests and activities of James Mark Baldwin, who brought modern psychology to Canada, and Frederic Tracy, who objected to child-centered approaches to child rearing. The remainder of the paper focuses on the professional activities and ideas of William Emet Baltz, Canada's first really modern child psychologist, and the work of Mary L. Northway, Donald O. Hebb and Wallace E. Lambert. Baltz's views on learning, emotions, and the child are reported, along with his theory of personality development and, very briefly, his and Mary Ainsworth's research on "security." Subsequently, brief accounts are offered of Northway's development of sociometric techniques and research on friendship patterns, the uses of Hebb's findings in the U.S. and Canada, Lambert's studies of bilingualism and applied research on bilingual education, and developmental psychology in French Canada. In conclusion, it is noted that the pioneers of Canadian developmental psychology came to a common conclusion, namely, that the quality of mental health of individuals in society depends on the quality of the experiences they have had in infancy and early childhood, especially infancy. (RH)

ED 263 988 PS 015 437

Health Coordination Manual. Head Start Health Services.
Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- OHDS-84-31190

PUB DATE- 84
NOTE- 357p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Coordination; *Day Care; Disabilities; Early Childhood Education; Health Education; *Health Services; Planning; Program Evaluation; *Program Implementation; Record Keeping; *Safety
IDENTIFIERS- *Project Head Start

Part 1 of this manual on coordinating health care services for Head Start children provides an overview of what Head Start health staff should do to meet the medical, mental health, nutritional, and/or dental needs of Head Start children, staff, and family members. Offering examples, lists, action steps, and charts for clarification, part 2 provides a detailed explanation of why and how the health service activities may be done. Worksheets and case studies are provided to help staff practice an activity or to show how to organize and keep information on local resources or procedures. Discussed are (1) planning and budgeting for the health program; (2) actions to be taken before implementing plans; (3) delivery of child health services for Head Start children and children with special needs; (4) program monitoring, including recordkeeping and tracking; (5) health education; and (6) program evaluation. Part 2 ends with a bibliography of materials focusing on topics discussed. Ten appendices contain health profiles, examples of community resources, job descriptions of Head Start health staff, lists of Head Start regional offices and health consultants, lists of instructional materials for use in program implementation, health education planning materials, examples of forms and letters, a list of state interagency agreements between Head Start and the Early and Periodic Screening, Diagnosis, and Treatment Program (EPSDT), and an evaluation form addressed to users of the manual. (RH)

ED 264 046 PS 015 548

Ericson, B. Kay; Richardson, Beverlee
High Quality Child Care: How to Identify.

PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Parenting Symposium (1st, Chicago, IL, March 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Check Lists; Consumer Education; *Day Care; Early Childhood Education; *Educational Quality; *Identification; Parent Materials

The purpose of this article is to aid parents in selecting high quality child care. A systematic method for identifying high quality child care focuses on three major program areas: the physical, learning, and teaching environments. The discussion helps parents become aware of appropriate questions about the physical environment, become familiar with the components of a learning environment which includes children's activities, and gain an understanding of the importance of trained, qualified staff. An accompanying checklist provides parents with a framework for identifying high quality child care. (Author/RH)

ED 264 060 RC 015 537

Facilities for Conferences, Retreats and Outdoor Education. A Directory of Sites Approved by the American Camping Association.

American Camping Association, Martinsville, Ind.
PUB DATE- 85
NOTE- 77p.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($9.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Camping; Conferences; *Facilities; Meetings; *Outdoor Activities; *Planning; Recreational Activities; *Recreational Facilities; Shared Facilities; *Site Selection
IDENTIFIERS- American Camping Association; Retreats

Brief descriptions of approximately 750 sites approved by the American Camping Association which lease their facilities to others are listed alphabetically by state. Entries list camp address, contact address, capacity, special facilities, services, whether available year-round, and date of information. A narrative provides general information on what a camp site can offer, description of types of sites, services typically provided, and hints for choosing a facility. Two hundred and sixty-seven comprehensively evaluated sites which elected not to lease to outside organizations are listed separately in recognition of their approved designation. A directory of American Camping Association section offices around the United States is included. (LFL)

ED 264 074 RC 015 552

Sealey, D. Bruce; Riffel, J. Anthony

Jackhead Education Review.
PUB DATE- Oct 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; American Indian Reservations; *Canada Natives; Community Attitudes; *Community Involvement; *Disadvantaged Schools; Educational Assessment; *Educational Improvement; Elementary Secondary Education; Enrollment; Foreign Countries; Low Achievement; Parent Attitudes; *Parent Participation; Student Attitudes
IDENTIFIERS- Canada; Jackhead Indian Reserve MB; Manitoba

A review of the community-controlled school on the Jackhead Indian Reserve evaluated the existing educational program for preschool through grade nine and set guidelines for the community to follow in improving the school. The study found not one of the 82 students achieving at grade level; 80% average attendance; 47% of the students had failed one or more times. Ten dropouts were interviewed: five left school because of personal reasons, the others cited boredom, inconsistent rules, and previous academic failure. Forty-one parents interviewed listed problems such as teacher acceptance of the community, discipline, curriculum and standards, educational materials, and lack of extracurricular activities. The report emphasized the responsibility of each segment of the community in educational improvement. Specific recommendations included: an incorporated body with total responsibility for educational programs, operations, and maintenance; school year increased to the standard number of days; attendance improvement project; regular testing program; identification of curriculum and teaching problems; development of in-service education plan, homework policy, and evening study hall; more effective communication between school and community; parent workshops and visitation and parent-school board meetings; student involvement in school newspaper, student council, and community projects; use of student tutors for younger children. A schedule of implementation was provided. (LFL)

ED 264 088 SE 046 235

Usiskin, Zalman; Bell, Max
Applying Arithmetic: A Handbook of Applications of Arithmetic. Part II: Operations.
Chicago Univ., Ill. Dept. of Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 225p.; For related documents, see SE 046 234 (part I) and SE 046 236 (part III).
GRANT- NSF-SED-79-19065
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Arithmetic; Division; Elementary Education; *Elementary School Mathematics; *Mathematical Applications; Mathematics Education; *Mathematics Instruction; Multiplication; Subtraction; *Teaching Methods
IDENTIFIERS- *Exponents (Mathematics); National Science Foundation

Chapters 5 through 10 of a 14-chapter, three-volume work on arithmetical applications are contained in this document. Each chapter details the "use classes" of one broad arithmetical concept. (A "use class" of a concept is a set of examples of real world uses of the concept which share a common structure). Each chapter contains: an introduction and summary; three to six sections, each devoted to one use class and containing a general introduction, questions, and comments; suggestions for teaching or illustrating a given concept; questions which test understanding of the ideas presented; and notes and commentary, with reasons for selecting particular use classes, related research, and short essays on issues related to applying the concepts. Topics of the chapters include: uses of addition, discussing putting together, shift, and addition from subtraction (chapter 5); uses of subtraction, discussing take-away, comparison, subtraction shift, and recovering addend (chapter 6); uses of multiplication, considering size change, acting across, and rate factor (chapter 7); uses of division, considering ratio, rate, rate divisor, size change divisor, and recovering factor (chapter 8); uses of powering, discussing change of dimension, growth, and notation (chapter 9); and uses that combine operations, such as those involving exactly two classes (chapter 10). (JN)

ED 264 103 SE 046 263

Plastic, Fantastic? What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).

PUB DATE- Mar 84

NOTE- 23p.; For other documents in this series see SE 046 255-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Elementary School Science; Environmental Education; Foreign Countries; Intermediate Grades; *Plastics; Recycling; Science Education; *Solid Wastes; Technology

IDENTIFIERS- *Philippines; *Plastic Bags

This module provides information about plastics, focusing on the uses of plastic bags in particular. Topic areas considered include: (1) making plastic bags; (2) transparency of plastic bags; (3) plastic bags and food odors; (4) food containers (before and since plastics); and (5) disposing of plastic bags and other plastic products. The text is illustrated by numerous line drawings and cartoons. (JN)

ED 263 729 EC 181 000

A Training Manual for Surrogate Parents.

Minnesota Curriculum Services Center, White Bear Lake.; PACER Center, Inc., Minneapolis, MN.

SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul.
PUB DATE- 84
NOTE- 273p.; Credit to the Indiana Surrogate Parent Program and Department of Public Instruction for partial adaptation of their surrogate materials for use in portions of this manual. The Center is also funded by the Minnesota State Board of Vocational Technical Education. For the administrators' manual, see EC 180 999.
AVAILABLE FROM- Minnesota Curriculum Services Center, 3554 White Bear Ave., White Bear Lake, MN 55110 ($16.00 post paid, Catalog No. B623).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Federal Legislation; Individualized Education Programs; *Parent Education; Program Development; State Legislation; State Standards
IDENTIFIERS- *Minnesota; *Surrogate Parents

The manual is intended for training surrogate parents of handicapped children according to Minnesota and federal statutes and regulations. Section 1 provides an overview of the surrogate parent program, noting relevant legislation, functions, rights, and responsibilities. Section 2 reviews the history of special education and related state and federal legislation. Section 3, on special education procedures and services, examines referral, assessment, and individualized education program meetings. The fourth section focuses on resolving differences through communication and describes Minnesota's complaint procedures. Section 5 presents a case study to illustrate the role of a surrogate parent. The final section provides appended materials, including Minnesota State Board of Education rules and other regulations and a bibliography. Sample forms are included throughout. (CL)

ED 263 776 FL 015 398

Rinvolucri, Mario

Grammar Games. Cognitive, Affective and Drama Activities for EFL Students.

REPORT NO.- ISBN-0-521-27773-6
PUB DATE- 85
NOTE- 138p.
AVAILABLE FROM- Cambridge University Press, 32 East 57th Street, New York, NY 10022 ($7.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Class Activities; Difficulty Level; *Dramatic Play; *Educational Games; *English (Second Language); *Grammar; *Group Activities; Second Language Instruction; Sentence Structure; Student Participation
IDENTIFIERS- Error Correction (Language); Silent Way (Gattegno)

A collection of 56 classroom games to be used in grammar instruction in English as a second language includes five game categories: (1) traditional, competitive games modified to allow students to work in small groups and show themselves and the teacher how much or how little grammar they know; (2) Silent Way or Silent Way-inspired exercises in which students build sentences and paragraphs in cooperation, rather than in competition, with each other; (3) exercises focusing on student-provided content within certain prescribed grammatical structures, designed to promote awareness of human relationships, as well as to provide grammar practice; (4) dramatic activities; and (5) miscellaneous grammar-practice activities. Each exercise is proposed for a specific level based on the grammar content, and notes about the use of the games and related activities in class are included. (MSE)

ED 263 818 HE 018 862

Epps, Edgar G.; Jackson, Kenneth W.

Educational and Occupational Aspirations and Early Attainment of Black Males and Females.

SPONS. AGENCY- Southern Education Foundation, Atlanta, Ga.

PUB DATE- Apr 85

NOTE- 72p.

AVAILABLE FROM- Southern Education Foundation, 340 W. Peachtree Street, N.W., Suite 250, Atlanta, GA 30308 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Aspiration; *Black Students; *Educational Attainment; Education Work Relationship; *Employment Experience; Enrollment Influences; Family Income; Females; Higher Education; High School Graduates; Longitudinal Studies; Males; *Occupational Aspiration; Parent Background; Racial Discrimination; Sex Differences; Significant Others

IDENTIFIERS- *High School and Beyond (NCES); *National Longitudinal Study High School Class 1972

The effects of school factors on occupational attainment of black students were studied based on data from the 1972 National Longitudinal Study (NLS) and its 1980 followup and the 1980 High School and Beyond (HSB) study and its 1982 followup. The sample sizes were as follows: 319 NLS females, 167 NLS males, 324 HSB females, and 259 HSB males. Socioeconomic status was measured by father's and mother's education and occupations, and parental income. Ability was measured by reading, vocabulary, and mathematics tests. School-related variables included grades, courses, and high school study program. Student views of who influenced their plans after high school (social-psychological factors) were also determined, along with their educational and occupational aspirations. Educational attainment was measured by years in vocational or trade school, highest level of college, and kind of degree earned. Occupational attainment was measured by the job held by the NLS respondents. It was concluded that the combination of background, social-psychological, and school factors was not very useful for understanding the black students' occupational attainment. It is suggested that structural variables, such as racial discrimination and labor market segmentation, play a strong role in determining the occupations available to blacks. (SW)

ED 263 874 IR 011 858

Spivey, Patsy M.
The Effects of Computer-Assisted Instruction on Student Achievement in Addition and Subtraction at First Grade Level.
PUB DATE- Mar 85
NOTE- 40p.; Requirements for the degree of Educational Specialist, Augusta College. Document lacks appendices. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Addition; Computer Assisted Instruction; Computer Software; *Conventional Instruction; Elementary School Mathematics; Hypothesis Testing; *Intermode Differences; *Mathematics Achievement; *Mathematics Instruction; Mathematics Skills; Microcomputers; Primary Education; Statistical Significance; *Subtraction; Tables (Data)
IDENTIFIERS- *Computer Games

This study was conducted to determine whether the traditional classroom approach to instruction involving the addition and subtraction of number facts (digits 0-6) is more or less effective than the traditional classroom approach plus a commercially-prepared computer game. A pretest-posttest control group design was used with two groups of first grade students--N=15 for the experimental group and N=14 for the control group--and their relative gains in achievement were compared. The computer game used by the experimental group in addition to regular classroom instruction was Alligator Mix, which is designed to help students increase their skills in both adding and subtracting numbers 0-9 by feeding alligators in the swamp. Since the game has the ability to establish increasingly more difficult levels for mastery, students are required to memorize and recall the number facts without stopping to determine the answers. The study lasted 20 school days and a t-test was used to measure the significance of difference between the mean gains of the two groups. Six data tables display the findings of the study, and conclusions indicate there were no significant differences between the experimental and control group in mathematical gains involving the addition and subtraction of number facts; however, both groups did show significant gain. Recommendations for future study and a list of 32 references complete the document. (JB)

ED 263 904 IR 011 892

International Satellite Issues: The Roles of the Executive Branch and FCC. Hearing before the Subcommittee on Telecommunications, Consumer Protection, and Finance of the Committee on Energy and Commerce. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.

REPORT NO.- Serial-99-5.
PUB DATE- 3 Apr 85
NOTE- 250p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communications Satellites; Federal Legislation; Futures (of Society); Government Role; Hearings; Information Networks; *Information Services; *International Relations; *Policy Formation; *Public Agencies; Technological Advancement
IDENTIFIERS- Congress 99th; *Intelsat

This hearing addressed the general topic of the role of the Federal Communications Commission (FCC) in establishing U.S. policy toward new international communications satellite systems. Statements presented by the following people are included: (1) Mark S. Fowler, Chairman, Federal Communications Commission; (2) David J. Markey, Assistant Secretary for Communications and Information, Department of Commerce; and (3) William J. Schneider, Under Secretary of State for Security Assistance, Science, and Technology, Department of State. Materials submitted for the record include: (1) Commerce Department: letter, dated April 16, 1985 from Kenneth Robinson to Donald Watt re documents bearing on the matter of Intelsat pricing policy; (2) State Department: views of the Department of State on "Flexibility to Compete: Intelsat in an Era of Separate Systems," and a position paper, "Intelsat Legal Opinion concerning the Determination of Intelsat Space Segment Utilization Charges;" (3) Telecommunications, Consumer Protection, and Finance Subcommittee: "Competition in International Transmission Facilities," article by Representative James T. Broyhill; notice of inquiry and proposed rulemaking from the Federal Communications Commission; remarks by Timothy Wirth before the American Enterprise Institute on March 5, 1985; and "A White Paper on New International Satellite Systems," a paper by the Departments of State and Commerce. (JB)

Goldberg, Lenny; And Others
Literacy, Employment and the California Economy: A Study and Recommendations for Policy and Program for the California Literacy Campaign.
Goldberg (Lenny) and Associates, Oakland, CA.
SPONS. AGENCY- California State Library, Sacramento.
PUB DATE- 1 Jul 85
NOTE- 65p.; For related document, see IR 051 339.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Literacy; Educational Planning; *Employment Problems; *Illiteracy; *Labor Market; Library Planning; Library Services; *Literacy Education; Position Papers; Program Descriptions; Public Libraries; State Libraries
IDENTIFIERS- *California Literacy Campaign

This examination of the relationship between illiteracy and the labor market in California describes in general terms the effects of widespread illiteracy on employers, the unemployed, employees, and the California economy. It discusses current programs which address the lack of basic literacy skills in the labor market, and identifies some of the elements that contribute to successful programs. Finally, the report contains a number of policy and program suggestions directed particularly toward the state library and local public library literacy programs, focusing on how their current efforts can relate more strongly to employment and the labor market. Completed in a 2-month period, the study gathered and organized currently available information in order to define the range of the problem; to assess services which were currently offered, extensive telephone interviews were conducted. Major sections of the paper comprise: (1) Defining the Illiteracy Problem as It Relates to Employment; (2) Current Literacy Delivery System as It Relates to Employment and Job Training; and (3) Suggested Policies and Strategies for Literacy and Employment, with Particular Focus on the Public Library Program. (THC)

ED 263 946 JC 850 595

Samuels, Frank
Closing the Door: The Future of Minorities in Two-Year Institutions.
PUB DATE- 7 Nov 85
NOTE- 31p.; Paper presented at the National Adult Education Conference of the American Association for Adult and Continuing Education (Milwaukee, WI, November 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Affirmative Action; College Admission; College Faculty; College School Cooperation; *Community Colleges; Educational Quality; *Enrollment Trends; Equal Education; Financial Support; *Minority Groups; Open Enrollment; School Demography; Student Financial Aid; Two Year Colleges

Current social, economic, and policy trends threaten to erase the gains in educational access and attainment minorities have made since 1960. The educational reform movements of the past two decades reinforced the concepts of equity and opportunity, but in the face of financial exigency and retrenchment, driven by state legislatures and public pressures, there is a heightened concern about education's role in the national economy, and the feeling has emerged that excellence has been eroded in the pursuit of equity. This paper explores the issues and trends of minority participation in the community college system in particular, and in higher education in general. In addition, strategies that community colleges can use to address the issues are suggested. The paper focuses on: (1) the impact of minority population increase on the community college; (2) minority enrollment patterns; (3) equity and excellence; (4) selective admissions and competency testing; (5) financial aid; (6) the role of secondary schools in fostering minority access; and (7) the role of minority professionals.

Concluding comments offer several objectives related to minority enrollment, retention and graduation rates, and significant minority presence at all levels of the institution. A bibliography is included. (EJV)

ED 264 018 PS 015 496

Saltz, Rosalyn; Boesen, Christine

Effects of a University CDA Teacher Education Program: Findings of a Three Year Study. Summary of Findings.

PUB DATE- 16 Nov 85

NOTE- 19p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Child Caregivers; *Competency Based Teacher Education; *Course Descriptions; Credentials; Day Care; Early Childhood Education; Followup Studies; Individual Development; Job Satisfaction; Longitudinal Studies; Observation; Off the Job Training; *Preschool Teachers; *Program Evaluation; Self Esteem; Teacher Characteristics

IDENTIFIERS- *CDA; Child Development Associate; Self Report Measures; University of Michigan Dearborn

The results of an evaluation study of a university Child Development Associate (CDA) training program are summarized, focusing on the characteristics of this non-traditional educational program and its effects on the classroom performance and personal development of its adult students. The subjects were 215 female preschool teachers and staff enrolled in the University of Michigan-Dearborn CDA Training Program from 1982 to 1985. The results of this 3-year study supplement and extend the findings of the relatively small number of previous research studies which have been reported in the area of CDA competencies and training programs and their effects. Assessments of data collected from four evaluation measures, including two self-report questionnaires, classroom observations, and a follow-up survey, are reported in the form of various tables and graphs. (DST)

ED 264 033 PS 015 515

Anziano, Michael C.; Keenan, Verne
Development of the Composition of Children's Categories.
PUB DATE- Mar 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Classification; *Cognitive Development; *Concept Formation; Elementary Education; *Elementary School Students; Grade 1; Grade 3; Grade 5; *Perception; Visual Stimuli

Two experiments with 167 first-, third-, and fifth-grade children revealed age-related changes in the composition of natural categories. Categorization was investigated via perceptual similarities of objects and conceptual similarities of superordinate classes. The free-classification paradigm (Garner, 1974) was adapted to natural categories, extending present work on categorization and assessing typicality effects in a complex context. Results indicated that first-graders sorted triads by perceptual similarities among object features; fifth-graders tended to classify by real world superordinate similarity; third-graders mixed both types. All children who received a brief demonstration of potential similarity relations categorized more by conceptual criteria than by simple similarity of features. Significant main effects were found for the variables of grade, instruction, and typicality. It is concluded that the abstract category structure is within the repertoire of younger children, but perceptual similarity may be the compelling basis of early categorization. (Author/RH)

ED 263 714 EC 180 984

Individualized Reading Services for Handicapped Students, 1982-83. Chapter I/P.S.E.N. Annual Evaluation Report.

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

PUB DATE- 83
NOTE- 68p.; Prepared by the Special Education Evaluation Unit.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Diagnostic Teaching; *Disabilities; Elementary Secondary Education; *Individualized Reading; Program Effectiveness; Reading Comprehension; *Reading Improvement; *Reading Instruction; *Remedial Reading

The report presents evaluation data on a program to provide remedial reading instruction to eligible handicapped students in public and nonpublic schools. Students received individualized, diagnostic prescriptive instruction from a program remediation team consisting of a reading teacher and paraprofessional assistant, as well as from their classroom teacher. During the 1982-83 school year, the program served a total of 16,265 students, of whom 226 were in nonpublic schools. Nearly three-fifths were served in classes for learning disabled students and one-fifth in classes for emotionally handicapped pupils. Analyses of qualitative data (from program observations and staff interviews) and quantitative data (from criterion- and norm-referenced tests) indicated that the program was fully implemented and effectively promoted reading skill mastery and general improvement in reading comprehension. Among additional findings were that mastery rates were highest for elementary students in the regions and for high school students in citywide services, and that mean gain in normal curve equivalents for program students was higher than that for a non-program comparison group. Recommendations are made regarding teacher training, teacher cooperaton, and parent education. (CL)

Chun, Trudie Iuli
Bilingual Framework in American Samoa 1980-1985.
PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Articulation (Education); *Bilingual Education Programs; *Bilingualism; *Curriculum Development; Elementary Secondary Education; *English (Second Language); *Material Development; Native Language Instruction; Parent Attitudes; Program Design; Public Policy; *Samoan; Second Language Instruction; Teacher Attitudes; Teacher Education
IDENTIFIERS- *American Samoa

Bilingual education in American Samoa is hampered by several factors: lack of native language materials, inconsistent support for materials and program development, the prominence of English in the modern culture, and teacher discomfort with teaching in Samoan. In the process of developing curriculum and materials, the existing materials were sorted out and a core curriculum was outlined. The provision of a Samoan Language Arts period in the school schedule aided in program development and gave legitimacy to the subject matter. An instructional schedule gradually introducing English was developed for the elementary and secondary grades, but it was discovered that while the teachers were speaking in English, students were continuing to speak mostly in Samoan. Although a full language maintenance program is the objective, the reality is that the program is transitional. Some additional work is being undertaken in developing science materials in Samoan. The next steps to be taken include mandating a language policy, encouraging those outside of curriculum development to write materials, refining existing materials, providing a Samoan language teaching component in local capacity building efforts, and setting up a language commission. (MSE)

ED 263 791 FL 015 417

French. Suggested Learner Outcomes.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- Aug 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cultural Education; Educational Objectives; *French; *Listening Skills; *Reading Skills; Secondary Education; Second Language Instruction; *Speech Skills; State Curriculum Guides; State Standards; Teaching Guides; *Writing Skills

These guidelines, designed to aid schools in developing their own curriculum and courses, set out objectives for the development of the four language skills--listening, speaking, reading, and writing--and for an understanding of culture in the teaching of French in secondary schools. The guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program development and notes the intended use of the guidelines. The first section lists structural items to be taught in the four language skills at four levels. Three subsequent sections suggest specific behaviors, related learning activities, and evaluation activities for each skill at levels 1, 2, and 3-4; the fifth section presents goals, suggested learning activities, content areas, and evaluation activities for the cultural component of instruction; and a final section lists learning and evaluation activities for French-American studies. (MSE)

ED 263 833 HE 018 878

Brum, Joseph, Jr.

A Study of Societal Factors Which Have Influenced Adults to Withdraw from the Business Administration Curriculum at Fayetteville Technical Institute. Societal Factors Affecting Education.

PUB DATE- 24 May 83
NOTE- 27p.; Doctoral Practicum Paper, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Administration Education; *College Students; *Dropout Research; Higher Education; Questionnaires; *Student Attrition; *Technical Institutes; *Withdrawal (Education)
IDENTIFIERS- *Fayetteville Technical Institute NC

Reasons why students studying business administration withdrew from Fayetteville Technical Institute (North Carolina) were examined. Questionnaires mailed to a random sample of 30 former students were completed by 26 dropouts who had been enrolled at the institute during 1981-1982. Responses from 26 students were classified as nonsocietal or societal (i.e., elements of influence that are external to the institution). The most frequently stated societal reasons for not returning to business administration included transfer to another college, change in job requirements, and change in career plans. The most frequent nonsocietal reasons were financial problems and desire for time off. There was no significant difference in withdrawal reasons for students who had completed two as opposed to three consecutive quarters. The findings correlate strongly with similar studies found in the literature. A followup study to identify action that will reduce the impact of nonsocietal factors and assure maximum retention of qualified business administrative curriculum students is recommended. The questionnaire is appended. (SW)

ED 263 847 HE 018 896

Washton, Nathan S.

Improving College Faculty Instruction in the Basic and Allied Health Sciences.

PUB DATE- Apr 85
NOTE- 25p.; Paper presented at the Annual Conference of the New England Educational Research Organization (Rockport, ME, April 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Allied Health Occupations Education; Check Lists; Classroom Environment; College Faculty; *College Instruction; *College Science; Consultation Programs; *Faculty Development; Higher Education; *Instructional Improvement; Professional Education; Questionnaires; Self Evaluation (Individuals); Teacher Effectiveness; Teacher Workshops; *Teaching Methods
IDENTIFIERS- Checklist for Faculty Self Evaluation; New York Chiropractic College; New York Institute of Technology

A project to improve college instruction in the basic and allied health sciences at New York Chiropractic College and the New York Institute of Technology is described. Attention was directed to: the kinds of resources colleges and professional schools provide to improve instruction; motivation of faculty to explore innovative or strategic teaching methods; and the type of system analysis faculty can use in evaluation of instruction. During 1981-1985 a one-day faculty development workshop was scheduled each year. Observations were also made of faculty teaching in lecture halls, laboratories, and clinics. The faculty member met with an educational consultant (a science education specialist), who provided information about instructional improvement and research papers. Based on the faculty member's comments during the conferences, the consultant prepared a "Checklist for Faculty Self-Evaluation," which is appended. Also employed was an instrument for student evaluation of faculty, "Student Description of Teaching," which is also appended. Also considered are: providing students materials in preparation for lectures, teaching from the simple to the complex, allowing students to ask questions during the lecture, motivating the listener, critical thinking, and selective listening. (SW)

ED 263 889 IR 011 875

Lee, Jo Ann; Hopkins, Lisa

The Effects of Training on Computerized Aptitude Test Performance and Anxiety.

PUB DATE- Mar 85

NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 21-24, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Covariance; *Aptitude Tests; College Students; *Computer Assisted Testing; Higher Education; *Microcomputers; *Performance Factors; Questionnaires; Student Attitudes; *Test Anxiety; Test Construction

IDENTIFIERS- Paper and Pencil Tests

Subjects for an investigation of the effects of training with a computer and past computer experience on the computerized aptitude test performance of college students were 92 undergraduates at the University of North Carolina at Charlotte, who participated in a test study utilizing six Apple II+ microcomputers. The study was conducted to determine whether: (1) computerized test performance would be significantly enhanced and the concomitant anxiety level would be significantly lowered by increasing the amount of training with the computer prior to testing; and (2) increasing the amount of training with the computer would significantly reduce the difference between the mean anxiety level occurring with a computerized test and the mean anxiety level occurring with a paper-and-pencil test. Test performance was measured by the number-correct score on an arithmetic reasoning test. Results indicate that neither training immediately before testing nor past computer experience appear to significantly affect computerized test performance or the concomitant anxiety level. The mean paper-and-pencil test score was higher than the mean computerized score, however, and it is suggested that differences between pencil-and-paper and computerized test performance may be the result of human error and deficiencies of the computer software. A list of references completes the document. (JB)

Rugg, Mary E.; Wood, Sue Sims

The Preschool Interest Inventory.

PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; *Childhood Interests; *Communication Skills; Guidelines; Interviews; Observation; *Play; *Preschool Children; Preschool Education; Preschool Tests; Social Behavior
IDENTIFIERS- Language Delayed; *Preschool Interest Inventory

The Preschool Interest Inventory (PSII) has been developed to meet the need for an informal measure of the interests, play behaviors, and communication skills of young children between the ages of 2 and 6 years, particularly those exhibiting delays in language development. The first step in the Inventory process is the Caregiver Interview. In the second step, two 10-minute observations of the child interacting in a freeplay setting are recorded with emphasis on levels and types of play, peer and adult interactions, attending skills, and communication abilities. Individual interests and possible reinforcers are identified for future use in teaching situations. Attending skills are observed with emphasis on eye contact, duration of on-task behavior, and activity level. Additional structured, teacher-directed observations of the child in an individual one-on-one situation and in a small group setting are recommended to gain data on how structure and the intervention of staff affect various dimensions of children's behavior. For use in observations, specific items related to play levels are provided in a suggested list of common preschool play materials and activities. The concluding step, writing a narrative summary, results in a general impression and an interpretation of the child's preferences and behaviors in a variety of play settings, which should prove useful in formulating instructional program objectives. (RH)

ED 264 003 PS 015 468

Dennis-Small, Lucretia
Child Abuse and Neglect Prevention Project. Annual Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 85
NOTE- 100p.; For related documents, see PS 015 465-471.
GRANT- OHDS-06C23-09
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Abuse; *Child Neglect; Literature Reviews; National Surveys; Philosophy; *Prevention; Program Evaluation; *Public Policy; State Programs; Theories
IDENTIFIERS- Texas

This process evaluation of the Child Abuse and Neglect Prevention Project describes the efforts of the project director and 10 regional liaisons to develop a statewide philosophy on prevention and an operational plan for directing resources in Texas toward primary and secondary prevention of child abuse and neglect. A survey was used to gather information about what other states were doing in these areas. A total of 30 states responded. Eight of the states had specified definitions for primary and secondary prevention; three states responded to the survey with policy documents focusing specifically on primary and/or secondary prevention; and 13 states indicated that they had a specific program that emphasizes primary and/or secondary prevention services. Analysis of the survey information identified factors appearing to be significant in establishing a quality prevention program. A literature review discusses research projects carried out to determine the most effective kinds of prevention activities and articles describing a theoretical model or operating program not yet tested. It is anticipated that the literature review will be helpful in the decision making process undertaken by the Department of Human Services to decide the direction of prevention efforts in Texas. The state-of-the-art survey and the review of literature are appended. (RH)

ED 264 047 PS 015 549

Einsiedler, Wolfgang
Fantasy Play of Preschoolers as a Function of Toy Structures.
PUB DATE- Sep 85
NOTE- 25p.; Paper presented at the International Symposium of the Netherlands Organization for Postgraduate Education in the Social Sciences (Amsterdam, The Netherlands, September 12-14, 1985). Some of the references are in German.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Child Development; Communication Skills; Foreign Countries; *Performance Factors; Perspective Taking; *Preschool Children; Preschool Education; *Pretend Play; Role Playing; *Toys
IDENTIFIERS- Metacommunication; *Structural Constituents; *West Germany

Two studies are presented which investigate the influence of various toy structures on the frequency of individual fantasy play forms in 3- to 6-year-old children. In the first study, the effects of high-realistic/high-complexity and low-realistic/low-complexity toy structures were compared. There were significant main effects for the factor toy and the factor age as well as a significant interaction of age X toy in various observational categories. In order to avoid a confusion of toy structures, a second study was conducted in which only the degree of reality was varied, and the degree of complexity was held constant. There were similar effects whereby the results for the fantasy play forms "object imitation" and "object transformation" were rather completely replicated. Differing results from the two studies were interpreted on the basis of the change in toy structure. Finally, the importance for child development of the fantasy play form "object transformation" and the "metacommunication" accompanying play is discussed, including consequences regarding the availability of toys in the home and at preschool. (Author/RH)

ED 264 061 RC 015 538

1985 Parents' Guide to Accredited Camps. Ninth Annual Edition.
American Camping Association, Martinsville, Ind.
PUB DATE- 85
NOTE- 321p.; Portions contain small print.
AVAILABLE FROM- American Camping Association, Bradford Woods, 5000 State Road 67 North, Martinsville, IN 46151-7902 ($18.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Camping; Correctional Rehabilitation; *Day Camp Programs; Disabilities; Disadvantaged; Economically Disadvantaged; Emotional Disturbances; Experiential Learning; Family Involvement; Intercultural Programs; Older Adults; *Outdoor Education; *Resident Camp Programs; Special Programs; *Youth Employment
IDENTIFIERS- American Camping Association

The ninth annual edition of the listing of American Camping Association camps provides information for parents on choosing a camp, brief descriptions of approximately 1,900 camps, and 5 indexes. A narrative section offers information on how to look for a camp, special needs campers, kinds of camps, accreditation, contacting a camp, budgeting, preparing a child for camp, and the camp job market for young adults. The major portion of the directory lists day and resident camps alphabetically by state. Each entry provides a camp name; date founded; address and telephone number; director/operator name; clientele--mostly school-age children, some adults and families; fees; capacity; housing facilities; optional director's comment; and date of information. Sixty-one specialized activities are noted in a separate index arranged by state, then by camp name on an activities grid. A special clientele index lists 19 special needs with camps serving those needs arranged alphabetically by state, then by camp need; notation is made for mainstreaming or specialized programs. An on-site director index, a certified camp director index, and an alphabetical list by camp name with state are also included. A parent/camper questionnaire to set goals and priorities for camping is provided and photos throughout the text show typical camping scenes. (LFL)

Nuclear Power: Pros and Cons. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
PUB DATE- Mar 84
NOTE- 36p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.70).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *College Science; Environmental Education; Foreign Countries; Higher Education; High Schools; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; *Physics; Science Education; *Secondary School Science
IDENTIFIERS- *Philippines

This module brings together in a panel discussion opposing views and supporting data on the first Philippine nuclear power plant in Morong, Bataan. It extends the discussion of issues and ideas about nuclear power in the dialogue "Go Nuclear" (which should be read before starting this panel discussion). The module deals with the environmental, health, technical, geographic, social, economic, and political aspects of the nuclear power plant. Views of an environmentalist, student, professor, and experts on nuclear plant operations and monitoring are presented. The pros and cons are discussed under each of the following headings: (1) environmental and health impact; (2) safety of plant design; (3) characteristics of plant location; (4) waste control and management; and (5) economic and political implications. Brief comments for the student and for the teacher are provided. The material in the module is recommended for college students in a physics course or a science class looking at the influence of science and technology on society. (JN)

ED 263 762 FL 015 382

Johnson, R. K.; And Others
Teacher Education and Teacher-Talk.
PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Communication; *Communication Skills; *Discourse Analysis; *Language Styles; Models; Speech Communication; Teacher Education; *Teacher Effectiveness
IDENTIFIERS- *Language across the Curriculum

It is proposed that the role of teacher language in instructional effectiveness be included in teacher training as part of language across the curriculum. Of the three aspects of "teacher-talk" identified (physiological, interpersonal, and pedagogical), the pedagogical aspect is highlighted as the basis for a model of teacher-talk instruction in a teacher education program. The model is derived from the literature on classroom interaction, as well as from original research and classroom experience. The objective of the instruction is to enable teachers to solve classroom communication problems through application of the communication model in role-playing exercises on specific types of interaction and question-answering. Three functional modes are identified (interactive, operative, and informative), and the teaching functions or acts typically associated with each phase of each mode are discussed. Sample exercises are given to illustrate how communication tasks focus attention on the performance of these teaching acts, and teachers are encouraged to consider how their utterances can contribute to the achievement of curricular objectives. (MSE)

ED 263 805 HE 018 847

Kazem, Mohamed I.

Development of University Students' Values in Ten Years. Follow Up Study.

PUB DATE- 80
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabs; *Attitude Change; *College Graduates; *College Students; Egocentrism; Followup Studies; *Foreign Countries; Higher Education; Longitudinal Studies; Moral Values; Sex Differences; Social Values; Student Attitudes; Trend Analysis; *Values
IDENTIFIERS- Arabian Gulf Region; Middle East; *Qatar

Trends in values development over 10 years were studied with university students/graduates of the University of Qatar, which is located in the Western Arabian Gulf. In order to define and identify values, content analysis of student autobiographies was conducted for 60 students in their last 2 academic years. Autobiographies by each student were completed in 1957, 1962, and 1967. After analyzing content and validity and reliability, percentiles for students' values were obtained, and values were classified on the variables of sex, time, and sex-time interaction. The percentage ratio of each value composite was compared after rank ordering. The following types of values were assessed: moral, social, egotistic, security, physical, recreational, practical, and cognitive. The following value categories were given less status in the later stages of the research than in the early stages: egotism, security, physical, recreational, and cognitive. Male students ranked higher than female students in the physical and practical value categories. In addition, significant differences were found in the sex-time interaction for the social and physical value categories. (SW)

ED 263 861 HE 018 912

Johnson, F. Craig; Christal, Melodie E.

Preparing for Self-Study.

Association for Institutional Research.

PUB DATE- 85
NOTE- 9p.
AVAILABLE FROM- Association for Institutional Research, 314 Stone Building, Florida State University, Tallahassee, FL 32306.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- College Administration; *College Programs; *Educational Resources; Evaluation Methods; Higher Education; *Information Needs; *Institutional Characteristics; *Institutional Research; Program Evaluation; Resource Allocation; *Self Evaluation (Groups); Use Studies
IDENTIFIERS- Institutional Vitality

The way that a college can transform its periodic self-study process into an ongoing program is addressed, with a focus on the contribution of the institutional research office. Also considered are data elements that self-studies most often require and the way that data elements relate to judgments and interpretations made through the self-study. Three types of data elements are needed to describe the institution, its resources, and resource utilization. Institutional descriptors include: type of institution, institutional control, type of school calendar, accrediting agencies, level of degrees or certificates, formal full-time credit hour load, student charges, and programs offered. Resources most commonly assessed include faculty, facilities, equipment, collections, computers, finances, and students. An inventory of the most common data elements utilized to measure resources is provided. Several important measures describing resource utilization that relate to faculty, finances, and students are also listed. Specific indicators that provide facts about resources and help monitor changes are identified, including calculation formulas. Suggestions about how an institutional research office can support a self-study program are included, along with a list of references on self-study. (SW)

ED 263 933 JC 850 572

Terrey, John N.
Statutory Approaches to Educational Excellence.
PUB DATE- 3 Oct 85
NOTE- 11p.; Speech delivered before the Academy on State Legislation (Denver, CO, October 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; Educational Development; *Educational Legislation; *Educational Quality; Government School Relationship; Two Year Colleges

Recently, a large number of state and national reports have focused on the issue of excellence in education. While none of these reports spotlights the community college, both those dealing with K-12 education and postsecondary education have implications for two-year colleges, especially as they relate to high school graduation requirements; college admission standards; and remedial, and adult basic education programs. Thus far, the major concern of the legislators has been teacher education, an issue on which several states have taken action. Additional areas more specifically related to community colleges that are likely to be the focus of legislative attention include: (1) financial support for special thrusts like engineering, service, and high technology, and for economic development projects in specialized fields, rather than for decreasing class size and increasing faculty salaries; (2) structural changes in the governance of higher education; (3) the role and mission of the community colleges; and (4) actions to abolish or modify the tenure system. As legislators begin to address these issues, a strong leadership is needed to define and shape the role of the community colleges. (EJV)

Rushing, Joe B.

Community Colleges: Institutions of the Past or for the Future?

PUB DATE- 8 Nov 85
NOTE- 10p.; Paper presented at the Annual Convention of the Florida Association of Community Colleges (36th, Tampa, FL, November 6-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community Colleges; *Educational Assessment; *Educational Change; *Educational Trends; *Futures (of Society); Institutional Evaluation; Policy Formation; Relevance (Education); Two Year Colleges

The history of the community college is a source of pride and satisfaction for those who have been involved in the movement. Among their past achievements community colleges can count their role in democratizing higher education, opening the door to economic improvement, facilitating the social assimilation of immigrant groups, and giving visibility and dignity to career education and to the world of work. If community colleges are to become institutions for the future, several changes will be required. Community colleges must not only respond and adapt to societal change, but take the initiative to bring about needed changes. They must live up to their reputations as teaching institutions without losing contact with relevant research. Intellectual integrity also must be on the agenda for the future, so that community colleges can be confident about the quality of their work, particularly when competing with universities. In addition, the future requires maintaining important philosophical and practical characteristics, including open access, personal attention and service, and responsiveness to the community. The choice between whether community colleges will be institutions of the past or colleges for the future rests in the hands of those who are a part of community colleges today. (EJV)

ED 263 975 PS 015 344

Osborne, Linda B., Ed.
Family Day Care Check-In Program: After-School Care for Children Aged 10-14. Introduction and Guide to Operation.
Fairfax County Office for Children, Va.
SPONS. AGENCY- Department of Health and Human Services, Washington, D.C.
PUB DATE- 82
NOTE- 51p.
AVAILABLE FROM- Fairfax County Office for Children, 11212 Waples Mill Road, Fairfax, VA 22030 (Free of charge).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; *After School Programs; Child Caregivers; *Community Programs; Employed Parents; *Family Day Care; Guidelines; Legal Responsibility; *Preadolescents; Program Administration; Program Descriptions; Program Evaluation; Program Implementation; Public Agencies; Publicity; *School Age Day Care; Staff Orientation; Training
IDENTIFIERS- *Latchkey Children

The Family Day Care Check-In Program is designed to offer working parents convenient, affordable after school care for their children aged 10 to 14. It provides children with flexible supervision by caring, trained adults and gives them opportunities to grow into responsible, independent teens by planning and participating in activities on their own. The Check-In Program is designed to be sponsored and administered by an existing community group, such as a child care center, children's club, or service organization. The sponsoring agency recruits, hires, and trains the program's family day care providers. The providers care for and supervise children, plan projects, and offer friendship, support, and counsel. The two booklets which make up this document introduce the program, explain how to implement and administer it, and suggest a training course for providers. The first booklet, an overview, describes the two Fairfax County, Virginia community service organizations which piloted the program and highlights the program's positive features. The second booklet describes how the program works and includes guidelines for staffing the program and for resolving licensing, zoning, and liability issues as well as for publicity, training, and evaluation. (DST)

ED 264 075 RC 015 553

Riffel, J. Anthony; Sealey, D. Bruce

Employment, Economic Development and Education: Lake Manitoba Indian Reserve.

Lake Manitoba Education Authority, Vogar (Manitoba).

PUB DATE- 31 Oct 85

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *American Indian Education; American Indian Reservations; *Canada Natives; Community Attitudes; Community Surveys; Cooperative Programs; *Disadvantaged Schools; Distance Education

IDENTIFIERS- Canada; *Lake Manitoba Indian Reserve; Manitoba

The objective of this report was to improve coordination between schooling, economic development, and employment opportunities available within and outside the Lake Manitoaba Indian Reserve. This community was on the average younger than most other rural communities of similar size in the province; moreover, the number of families that frequently move was approximately 25%. The small number of jobs made it likely that young people would have to leave the community to find work. An evaluation of the school system substantiated community concerns about the quality of education and work-related preparation. Although 87.5% of the 195 students in preschool through grade 12 were in the correct grade for their age, attendance was poor, school was open fewer days than the provincial standard, student performance was not evaluated regularly, no vocational courses were offered, and high school enrollment was low. Eighteen familes interviewed expressed considerable dissatisfaction with the school. The report emphasized the need for direct community involvement in educational improvement and offered specific recommendations to provide sound basic education, develop a work-related program reflecting the economic base and employment opportunities in the community, coordinate programs using portable facilities and itinerant teachers with nearby school districts, and use educational technology. (LFL)

ED 264 089 SE 046 236

Usiskin, Zalman; Bell, Max

Applying Arithmetic: A Handbook of Applications of Arithmetic. Part III: Maneuvers.

Chicago Univ., Ill. Dept. of Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 173p.; For related documents, see SE 046 234 (part I) and SE 046 235 (part II).
GRANT- NSF-SED-79-19065
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arithmetic; Elementary Education; *Elementary School Mathematics; *Estimation (Mathematics); Fractions; *Mathematical Applications; Mathematics Education; *Mathematics Instruction; *Teaching Methods

Chapters 11 through 14 of a 14-chapter, three-volume work on arithmetical applications are contained in this document. Each chapter details the "use classes" of one broad arithmetical concept. (A "use class" of a concept is a set of examples of real world uses of the concept which share a common structure). Each chapter contains: an introduction and summary; four sections, each devoted to one use class and containing a general introduction, questions, and comments; suggestions for teaching or illustrating a given concept; questions which test understanding of the ideas presented; and notes and commentary, with reasons for selecting particular use classes, related research, and short essays on issues related to applying the concepts. Topics of the chapters focus on some aspect of "maneuvers," a term coined to group together four types of processes: rewriting, for example, from fractions to decimals (chapter 11); estimating, for example, 3.14 for pi (chapter 12); transforming, for example, standard scores from raw scores (chapter 13); and displaying, for example, graphical data (chapter 14). Each chapter in this part is divided into four sections which focus on, respectively, constraints, clarity, facility, and consistency. A five-page bibliography and index for topics in the three volumes are included. (JN)

ED 263 777 FL 015 399

Barker, David J., Ed.; Terdy, Dennis, Ed.

Language Key to Learning: Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V.

Illinois Teachers of English to Speakers of Other Languages and Bilingual Education, Chicago.

PUB DATE- 84

NOTE- 79p.; For individual papers see FL 015 400-407.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Proceedings (021)

DESCRIPTORS- Achievement Gains; *Bilingual Education; *Classroom Techniques; Cloze Procedure; Elementary Secondary Education; *English (Second Language); Limited English Speaking; Music Activities; Native Language Instruction; Predictor Variables; *Reading Instruction; Second Language Instruction; *Student Evaluation; Teacher Education; Teaching Methods; Testing; Tutoring

Selected papers from the state conference of the Illinois Teachers of English to Speakers of Other Languages include two plenary session presentations and six concurrent session presentations. The plenary session presentations are "Who's In Charge Here?" by Jesan Handscombe and "So What Do You Do In There Anyway?" by Dennis Terdy. The concurrent session presentations are: "Cloze Residual Gain: A Procedure for Measuring Information Gain in ESL Reading Comprehension" (Patricia German, Kyle Perkins); "Tutoring Without a Net" (Virginia Gibbons, Suzanne Liebman); " Wholistic' Evaluation of Language Minority Students in Elementary and Secondary Schools" (Margot H. Gottlieb); "Can Southeast Asian Students Learn to Discriminate Between English Phonemes More Quickly with the Aid of Music and Rhythm?" (Lisa Karimer); "Critical Issues in the Use and Teaching of the Native Language to Asian Limited English Proficient Students" (Wook Park, Ovid Wong, Noriko Takada, Stephen Shiu, David Wong, Patricia Kim); and "Using Oral and Written Language Responses from Two Language Inventories and Data from a Non-Verbal IQ Test to Predict ESL Reading Performance" (Kyle Perkins, Charlotte Groff, Paul Angelis). (MSE)

ED 263 819 HE 018 863

Heemann, Warren, Ed.
Criteria for Evaluating Advancement Programs.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-241-1
PUB DATE- Aug 85
NOTE- 27p.
AVAILABLE FROM- Council for Advancement and Support of Education, 80 South Early St., Alexandria, VA 22304 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Alumni; *Evaluation Criteria; *Fund Raising; *Government School Relationship; Higher Education; *Institutional Advancement; Institutional Evaluation; Periodicals; Program Administration; *Program Evaluation; Public Relations; School Publications; Self Evaluation (Groups)
IDENTIFIERS- Alumni Relations

Criteria for evaluating college and university advancement programs are presented, based on the efforts of professional area trustees and advisory committees of the Council for Advancement and Support of Education (CASE). The criteria can be useful in three ways: as the basis of internal audits of advancement programs or program components; as the basis of external audits, such as those provided by the CASE evaluation service; and as guidance for visitation teams assembled by regional accrediting bodies. Seven types of advancement programs are covered: alumni relations, fund-raising, government relations, institutional relations, periodicals, publications, and management. For each type of program, criteria are listed for evaluating program objectives, management, organizational structure, responsibilities, and budgeting and evaluation. It is noted that periodic internal evaluations provide guidance for college planning and budgeting, as well as for preparing staff members for increased responsibility. Using objective evaluation standards promotes acceptance of the internal audit and enables comparisons with similar schools. The use of standards by external evaluators focuses attention on the larger and most important considerations. (SW)

ED 263 875 IR 011 859

Anderson, Gary C.

The Application of Computers in Liberal Arts Instruction. A Computer Literacy Faculty Development Project.

Hamline Univ., St. Paul, Minn.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Aug 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Computer Literacy; Computer Software; *Faculty Development; Higher Education; Inservice Teacher Education; *Liberal Arts; Microcomputers; Peer Teaching; Program Descriptions; Teacher Improvement
IDENTIFIERS- *Computer Uses in Education; Hamline University MN

In January 1983, Hamline University received a grant from the Exxon Corporation for a computer literacy faculty development project which involved three main activities: faculty workshops, faculty development projects, and hardware/software/courseware acquisitions. A series of four faculty workshops were offered during the 2-year grant period; most presenters were the recipients of Exxon grant stipends for faculty development projects, but some other knowledgeable faculty also made presentations. The last two workshops provided an opportunity for "hands-on" computer experiences on a variety of available computer systems. Approximately half of the grant monies funded 16 faculty members in a variety of academic fields (science and non-science) for projects designed with the objectives of developing faculty (and hence, student) awareness, skill, and knowledge in the application of computers in the classroom. A description of each of these 16 projects, including necessary hardware and software, is provided. (JB)

Clark, Collin, Ed.
California Public Library Salary Survey, 1986.
California State Library, Sacramento.
PUB DATE- 85
NOTE- 80p.; For related document, see ED 254 251.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *County Libraries; *Library Administration; Library Expenditures; *Library Personnel; Library Statistics; Library Surveys; *Public Libraries; *Salaries; State Libraries
IDENTIFIERS- *California

Reproduced directly from annual reports submitted to the California State Library by the state's city, county, and special district public libraries, this annual salary survey includes monthly ranges at the beginning step and final step for eight professional and support positions. Not all surveyed positions are found in all libraries. The survey is for salary ranges in effect on September 1, 1985, i.e., the 1985-86 fiscal year for most jurisdictions. Some libraries chose to present their data in other ways, including annual rather than monthly rates or more than one range per position described. All data are published as submitted. The eight positions comprise: (1) library director; (2) assistant library director; (3) chief of a major library division; (4) chief of a branch library; (5) librarian; (6) manager of a special library service; (7) library technical assistant; and (8) beginning non-professional employee. Entries are arranged alphabetically by jurisdiction. (THC)

ED 263 947 JC 850 597

Seidman, Earl

In the Words of the Faculty: Perspectives on Improving Teaching and Educational Quality in Community Colleges. The Jossey-Bass Higher Education Series.

REPORT NO.- ISBN-0-87589-669-3

PUB DATE- 85

NOTE- 311p.; Published in cooperation with the ERIC Clearinghouse for Junior Colleges.

AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California Street, San Francisco, CA 94104 ($22.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Faculty; *Community Colleges; Counselors; Educational Improvement; *Educational Quality; *Faculty College Relationship; Instructional Improvement; Minority Groups; *Teacher Administrator Relationship; *Teacher Attitudes; Teacher Background; Teacher Effectiveness; Teacher Response; Two Year Colleges

Designed to help community college governing boards, administrators, and faculty leaders to understand how qualitative issues within their colleges interact with broader societal, economic, and demographic issues, this book draws from two studies using in-depth phenomenological interviewing to provide a profile of faculty concerns, characteristics, and recommendations. The volume addresses the following topics: (1) changing conditions in community colleges; (2) interviewing the faculty to discover what they really experience and do; (3) the deepening conflict between vocational and liberal education; (4) diminished faculty relations and collegial support; (5) facing the obstacles to improved teaching; (6) balancing commitment to students with other professional responsibilities; (7) English and humanities faculty's particular struggle to improve students' writing and critical thinking; (8) math and science faculty's special challenge to make up for students' weak educational backgrounds; (9) the concern of social science faculty with teaching material that merges theory with students' lives; (10) the issue of bridging vocational and general education that faces career education faculty; (11) minority faculty members' concern with achieving equity; (12) community college counselors' perceptions of the issues of morale and professional status; (13) how to work with and support the faculty; and (14) recommendations to strengthen teaching and enhance educational effectiveness. (LAL)

ED 264 019 PS 015 497

Shulman, Brian B.
Using Play Behavior to Describe Young Children's Conversational Abilities.
PUB DATE- 85
NOTE- 19p.; Portions of this paper were presented at the Annual Meeting of the National Association for the Education of Young Children (Los Angeles, CA, 1984) and the International Congress for the Study of Child Language (3rd, Austin, Tx).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; *Performance Factors; *Play; *Preschool Children; Preschool Education; Videotape Recordings
IDENTIFIERS- *Context Effect; *Conversation; Topic Changes; Turn Taking

The effects of three play contexts on young children's turn taking, topic maintenance, and topic change skills were investigated. Participants were 40 normally-developing, English-speaking Caucasian children of middle-income parents; they ranged in age from approximately 4 years to 6 and one half years. Subjects were subdivided into younger and older groups each containing 10 males and 10 females. All subjects engaged in three counterbalanced experimental conditions with the same examiner on three consecutive days. Conditions were entitled "Let's Go Shopping," "Kitchen Play," and "The Secret Box" and involved, respectively, a toy grocery cart and plastic food items; a toy stove and refrigerator, plastic plates, cutlery, and assorted cooking utensils; and a cardboard box containing a rubber ball, a toy telephone, some dolls, a comb, and a toothbrush. No formal instructions were provided to subjects who were told only that they were "going to play." Examiners' verbalizations were limited to the use of conversational placeholders and descriptives. A total of 150 spontaneously produced utterances were analyzed. Results suggested that thematically-oriented and goal-directed play contexts serve to maximize young children's use of the above discourse parameterss investigated in this study. Recommendations for designing and implementing such contexts are offered in order to enhance children's conversational and linguistic skill development. (Author/RH)

ED 264 034 PS 015 517

Rodriguez, Gloria G.
Avance Educational Programs for Parents and Children: A Historical Perspective of Its Twelve Year Evolvement.
Avance Educational Programs for Parents and Children, San Antonio, TX.
PUB DATE- 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Background; Child Rearing; *Community Programs; *Family Programs; Financial Support; *Hispanic Americans; History; Leadership; Nonprofit Organizations; Parent Education; Program Descriptions; *Program Development; *Program Implementation; *Social Support Groups
IDENTIFIERS- Replication; *Texas

Described are aspects of the Avance Educational Programs for Parents and Children, a non-profit, community-based organization in San Antonio, Texas, with the general goal of strengthening and supporting low income Hispanic families. Introductory remarks focus on the organization's goals, target population, funding, and services. Subsequent to a personal account of the author's involvement in parenting education, discussion focuses on the implementation of the first Avance Program in Dallas and the replication of the Avance Neighborhood Intervention program in San Antonio. Modifications of the program across 12 years of operation are described, as are the program's involvement in other programs, conferences, and materials development activities; dissemination and public relations activities; and awards, recognition, and accomplishments attained by the program. Concluding remarks focus on the program's funding history, the characteristics of a successful parenting program, and future directions of the Avance program. (RH)

ED 263 715 EC 180 985

Career Preparation Program, 1984-1985. P.O. 89-313, Final Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- 85
NOTE- 24p.; Prepared by the High School Evaluation Unit. For related document, see EC 180 986.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Education; *Disabilities; Program Development; *Program Effectiveness; Transitional Programs; *Truancy
IDENTIFIERS- New York

The report describes the development and effectiveness of a program designed to help handicapped students fomerly served within New York state operated or supported school settings make the transition into public (local) high schools. Teacher-trainers provided services through two program components: career-related program support, which emphasized career-related knowledge, skills, and vocational attitudes or behavior of students who regularly attend classes; and attendance improvement, which focused on students with histories of excessive absences. While the career-related knowledge and skills and the vocational attitude objectives were both met, the attendance improvement objective was not. Staff were generally positive about the program although they believed that notification of student eligibility and the amount of time spent trying to retrieve students with long term absences were major obstacles. (CL)

ED 263 730   EC 181 301

Mayfield, Shirley A.
Kona Child Development Program. Final Report.
Hawaii State Dept. of Education, Honolulu. Office of the Superintendent.; Hawaii State Dept. of Health, Honolulu.
PUB DATE- Sep 84
NOTE- 41p.; A product of the Kona Child Development Program, Kaelakekua, Hawaii.
GRANT- MCJ-153096-01-0
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Developmental Disabilities; *Disabilities; Infants; *Intervention; *Program Development; Program Effectiveness; *Rural Areas; Young Children
IDENTIFIERS- *Hawaii

The report describes the Kona Infant and Child Development Program for developmentally delayed/disabled/high risk children in the rural areas of West Hawaii. The first chapter of the report presents geographic and demographic background information and reviews the services prior to 1978 when the Kona program began. Chapter 2 describes the three major processes of collaboration, cooperation, and incorporation which brought together the Departments of Health and Education, to provide comprehensive services. Chapter 3 evaluates program efforts in terms of 13 major objectives (such as development of individualized education programs, and promotion of parental involvement) as well as lost benefit figures. Chapter 4 discusses program aspects and the underlying reasons for their development. The final chapter considers the future of the project and briefly examines replication factors. (CL)

Jacobson, Rodolfo
Title VII Demonstration Projects Program in Bilingual Instructional Methodology. Final Report, 1981-84.
Southwest Independent School Districts, San Antonio, TX.; Texas Univ., San Antonio.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 15 Mar 85
NOTE- 199p.
GRANT- G008102506
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education Programs; *Classroom Techniques; Comparative Analysis; *Demonstration Programs; Federal Programs; Inservice Teacher Education; Longitudinal Studies; Program Descriptions; *Program Effectiveness; Sociolinguistics; *Teaching Methods
IDENTIFIERS- Elementary Secondary Education Act Title VII

This report describes a demonstration project whose instructional design implemented sociolinguistic concepts in bilingual education and compared two approaches, the New Concurrent and the Language Separation approaches. The first section is a review of research studies concerning this instructional design. The second, third, and fourth sections describe the selection, responsibilities, and inservice education of teachers and aides. The fifth section describes enrollment patterns, and the sixth section summarizes the research portion of the project. The seventh section describes the purchase of equipment and materials and the benefits to the teaching staff, children, school district, and university of the use of federal funds. Section eight discusses parent involvement, and section nine outlines methods of student, program, and personnel assessment. Section ten summarizes the findings concerning nine project elements: the project children's academic potential, the demonstration objectives and research findings, impact on the district, the significance of support by a local educational authority, the teacher-aide teams, the future of the bilingual methods tested, the contribution to bilingual research, and the replication potential. It is concluded that both methods tested are valid options and that the demonstration project is a valuable method for conducting research. (MSE)

ED 263 763 FL 015 383

Lakoff, Robin
The Politics of Language.
Maurice and Laura Falk Foundation, Pittsburgh, Pa.
PUB DATE- 85
NOTE- 16p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p1-15.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English; Group Dynamics; *Interpersonal Communication; *Power Structure; *Pragmatics; Speech Acts; *Speech Communication; *Syntax
IDENTIFIERS- *Tag Questions

In looking at the forms language takes, linguists sometimes forget to ask the obvious question about the relationship between the forms language uses (phonology and syntax) and the function language is expected to play as a vehicle of communication. Probably the bulk of our daily communication involves the allocation and use of power, the politics of language. One way to examine the relationship of form and function in the allocation of linguistic power is to look at the tag question, a construction unique to English that in form is somewhere between a question and a declarative but in function is better viewed as a declarative. The tag question functions to establish a political balance in discourse, both in ordinary conversation and in more obviously political situations, as in a courtroom. The syntactic complexity of the tag question can only be understood through its political implications. By extension, we can more fully comprehend our own and others' communicative aims and needs by observing the choice of forms in the actual context in which they are used. (MSE)

ED 263 792 FL 015 418

Latin. Suggested Learner Outcomes.
Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- Aug 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cultural Education; *Educational Objectives; *Language Skills; *Latin; *Reading Instruction; Secondary Education; Second Language Instruction; State Curriculum Guides; State Standards; Teaching Guides

These guidelines, designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, set out objectives for the development of oral, reading, and writing skills in Latin and for an understanding of Roman culture. Throughout the guide, the emphasis is on the development of the reading skill. The introductory material outlines a philosophy of second language instruction guiding program development and notes the intended use of the guidelines. Subsequent sections include: suggested specific behaviors, related learning activities, and evaluation activities for developing oral, reading, and writing skills at the first and second levels of instruction; goals, suggested learning activities, content areas, and evaluation activities for the cultural component of instruction at levels one and two; a recommended structure for instruction at levels three and four; a note on metrical instruction for reading Latin poetry; and suggested goals, learning activities, and evaluation activities for culture at levels three and four. (MSE)

ED 263 834 HE 018 881

Kraetzer, Mary C.; And Others
Design and Implementation of a Multi-Strategy, Collegewide Program of Evaluation and Planning: The Mercy College Self-Study Project.
PUB DATE- 13 Oct 84
NOTE- 124p.; Paper presented at the Annual Meeting of the Evaluation Research Society/The Evaluation Network (San Francisco, CA, October 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Alumni; College Planning; College Programs; *College Students; Course Evaluation; Criminology; *Departments; English; *Evaluation Methods; *Graduate Surveys; Higher Education; History; Longitudinal Studies; Political Science; *Program Evaluation; Questionnaires; *Self Evaluation (Groups)
IDENTIFIERS- Entering Student Questionnaire; *Mercy College NY; Recent Alumni Questionnaire

The rationale, strategies, and methods of The Mercy College Self-Study Project are considered, and evaluation instruments are provided. This program of institutional evaluation and planning was initiated in 1980 and consists of: standardized surveys, a 10-year longitudinal (panel) study, and academic department self-studies. Questionnaires designed by the National Center for Higher Education Management Systems (NCHEMS) and the College Board are for the most part administered annually to determine student/alumni characteristics, goals, and accomplishments. Also administered are the Educational Testing Service's Institutional Functioning Inventory and the Institutional Goals Inventory. NCHEMS questionnaires for the entering student and recent alumni are included, along with the first interview schedule for the 10-year longitudinal Study. Departmental strategic planning guidelines are presented as well as information on self-studies conducted by four departments: nursing; history and political science; English and humanities; and criminal justice. Additional materials include: departmental cover letters and self-evaluation questions, a student course evaluation questionnaire, and a teaching observation report. Planning materials by Sidney S. Micek are also included: "Departmental Strategic Planning Guidelines" and "Taking Charge of Change in Academic Departments through the Use of Strategic Planning." (SW)

ED 263 848 HE 018 897

Costello, Libby, Comp.
More Good Ideas. Responses to Changing Educational Needs by State Colleges and Universities, 1985.
American Association of State Colleges and Universities, Washington, D.C.
PUB DATE- 85
NOTE- 35p.
AVAILABLE FROM- American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, DC 20036-1192 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Administrators; *Awards; Change Strategies; College Administration; College Faculty; *College Instruction; College Programs; Computer Oriented Programs; *Curriculum Development; Disabilities; *Educational Innovation; *Faculty Development; Higher Education; Minority Groups; Program Descriptions; State Colleges
IDENTIFIERS- American Association of State Colleges and Univs; *Public Service

A collection of 79 program ideas demonstrates creative approaches to academic programs and administrative concerns. As part of an annual event sponsored by the Ameridan Association of State Colleges and Universities (AASCU), the ideas were nominated by institutions in the 1985 competition for the G. Theodore Mitau Award for Innovation and Change in Higher Education. The types of innovations are categorized as follows: increasing access, improving curricula, teaching and learning, faculty and administrative development, finance and management, and public service. For each of the 79 institutions, the name of the program and the contact person are identified, and a program description is provided. Specific topics of the innovations include: providing access to education and services for the deaf and hearing-impaired, a computer center for the visually impaired, a one-day-a-week college, efforts to improve the enrollment and retention of mature women in four-year colleges, efforts to improve attendance and persistence of minority students, an interdisciplinary humanities program, the core curriculum, senior seminars program, developmental education program, a center for international programs, promoting interest in foreign language study, career and life planning, an academic assistance and resource center, a computer literacy fair, automated data reporting systems, faculty retraining, business and education partnerships, and college school cooperation. Program and institution indexes are included. (SW)

Kulik, Chen-Lin C.; Kulik, James A.

Effectiveness of Computer-Based Education in Colleges.

PUB DATE- Mar 85
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Tables 2 and 4 contain small print. For a related document, see IR 011 874.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *College Students; *Computer Assisted Instruction; Higher Education; Individualized Instruction; Instructional Innovation; Literature Reviews; *Meta Analysis; Online Systems; Research Methodology; Student Attitudes; Teaching Methods; Time Factors (Learning)
IDENTIFIERS- *Instructional Effectiveness

The 101 computer-based education (CBE) studies considered for use in this meta-analysis came from three major sources: references in an earlier meta-analytic review of CBE at the college level (J. Kulik, et al., 1980); a computer search of the Comprehensive Dissertation Abstracts and ERIC databases; and utilization of the bibliographies contained within the documents located through reviews and computer searches. The instructional outcome measured most often in the 101 studies was student learning as indicated on achievement examinations given at the end of a program of instruction. Some additional outcome variables measured included: performance on a follow-up or retention examination at a later date; attitudes toward computers; course completion; and amount of time needed for instruction. Findings indicate that computer-based education usually has positive effects on college students (CBE raised student examination scores by 0.26 standard deviations in the average study); CBE effects were somewhat lower in unpublished studies than they were in published reports; CBE effects were also somewhat lower in the hard, nonlife sciences than in the social and life sciences and education; CBE produced small but positive changes in student attitudes toward instruction and computers; and CBE also reduced substantially the amount of time needed for instruction. A 12-page reference list and 4 tables complete the document. (Author/JB)

ED 263 905 IR 011 893

Bangert-Drowns, Robert L.
Meta-Analysis of Findings on Computer-Based Education with Precollege Students.
PUB DATE- 85
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Conventional Instruction; Elementary Secondary Education; Instructional Innovation; *Intermode Differences; Literature Reviews; *Meta Analysis; Microcomputers; *Student Attitudes; Teaching Methods; Use Studies
IDENTIFIERS- *Instructional Effectiveness

A quantitative or meta-analytic review was conducted of studies comparing computer-based education (CBE) to conventional instruction in precollege classrooms. Seventy-four studies were included in the review; sources included earlier reviews by Hartley, Burns, and authors from the University of Michigan, and the ERIC and Comprehensive Dissertation Abstracts databases. Remaining studies were found through bibliographic references in the collected articles and reviews. It was found that the average effect of computer-based instruction was to increase student test performance from the 50th to the 63rd percentile. Effects were most consistently high for computer-assisted instruction (drill and practice, tutoring) followed by computer-managed instruction and computer-enriched instruction; effects were also higher in published than in unpublished studies. In addition, CBE positively influenced student attitudes toward the course content and the computer. A list of references completes the document. (Author/JB)

ED 263 934 JC 850 577

Fairweather, Malcolm; Smith, Mary E.
Facilitating the Transfer Process: The Need for Better Articulation between Two and Four Year Colleges.
State Univ. of New York, Plattsburgh. Center for Earth and Environmental Science.
PUB DATE- Nov 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Community Colleges; Higher Education; *Intercollegiate Cooperation; Postsecondary Education; State Universities; *Transfer Policy; *Transfer Programs; Two Year Colleges

It is generally acknowledged that all parties benefit from efforts to facilitate the process of student transfer from two- to four-year colleges, yet there are very few institutions with formalized transfer articulation agreements. The greatest deterrent to the development of such agreements is the considerable commitment of time and effort that is required to conduct the course-by-course analyses that serve as the foundation for the whole transfer articulation process. While determination of course content and overlap can be done individually on each participating campus, it is vital that personal face-to-face contact be made between representatives of each program. This contact facilitates the exchange of precise information, the adjudication of problems, and the development of a professional network among the participating faculty members. An example of the effectiveness of this process is provided by the State University College at Plattsburgh (SUCP), which decided to formalize its articulation agreements with all of the community colleges in New York State in the mid-1970's. An important aspect of these articulation efforts was the decision to place the articulation agreements in a format that could be easily understood, readily available, and quickly updated. The time and effort involved in initiating this system was great, but once completed very little effort has been required to maintain and update it. Appendices include samples of transfer articulation agreements between SUCP and a community college for particular programs. (EJV)

ED 264 048 PS 015 550

Early Childhood/Handicapped Special Project: Software Evaluation.
Education Service Center Region 11, Ft. Worth, Tex.
PUB DATE- Sep 85
NOTE- 56p.; Paper presented at the Meeting on "Perspectives on the Young Child and the Computer" (Austin, TX, September 27-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Software; *Disabilities; Instructional Material Evaluation; *Preschool Education; *Teacher Response; *Teaching Styles
IDENTIFIERS- Apple II; Commodore 64; Computer Uses in Education; *Content Structure; *Software Evaluation; TRS 80

Thirty-seven commercially available software programs were circulated among 13 teachers of 3- to 5-year-old handicapped children in order to: (1) evaluate commercially available software advertised as appropriate for the preschool population; (2) identify for future use in evaluating software the characteristics of software appropriate for the preschool population; and (3) evaluate the possibility and educational efficacy of preschool handicapped students learning at computers. Software for the Apple II, the TRS-80, and the Commodore 64 were available for evaluation. Data were collected from informal observation and interviews with approximately 50 percent of the participants. Evaluations reflected a range of programs for each computer with Apple II software generally ranking higher than others. Participants consistently identified several characteristics of better software programs and computer systems. These included color monitors; audio volume control; size, shape, clarity of graphics; audio and visual prompts; audio and visual reinforcers; and animation. Interviewed participants stated age- and skill-appropriate software could be incorporated into the early childhood handicapped classroom as an independent learning center, a small group activity, an individual tutorial, or a free-time reward. All interviewed participants stated they would use computers, as available, in the future. (RH)

ED 264 062 RC 015 539

Leddy, Susan; Cox, James
Child Sexual Assault in Rural Alaska--Issues and Solutions.
STAR, Inc. Anchorage, AK.
PUB DATE- 24 Oct 85
NOTE- 22p.; Paper presented at the Alaska Small Schools Conference (5th, December 24-25, 1985, Anchorage, Alaska).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches. Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; *Child Advocacy; *Community Characteristics; Community Size; Crime Prevention; Elementary Secondary Education; Incest; Intervention; *Rural Areas; Rural Education; Rural Population; School Policy; *School Role; *Sexual Abuse; Small Schools; Teacher Responsibility; Victims of Crime
IDENTIFIERS- *Alaska

A variety of information and sources for information on child sexual assault are collected in this document geared for educators in small communities. Materials include a fact sheet on small community concerns about sexual abuse, a flow chart for training school personnel in intervention and prevention, suggestions for school protocol for reporting child abuse/assault, role play situations for elementary and secondary teachers, myth/fact sheets about sexual assault, and guidelines for responding to a child's disclosure of sexual assault. The discussion of small community concerns covers four issues: (1) reporting child sexual abuse when the reporter cannot remain anonymous; (2) small community attitudes toward intervention; (3) lack of response by authorities to reports of suspected assault; and (4) support for children whose protection involves removing them from the home or community. Suggested school protocol for reporting child sexual assault includes the formation of a core group or three staff members trained in intervenion in child sexual assault cases and responsible for consistent reporting procedures. Selected bibliographies on child sexual assault and incest include 21 books for children and 8 books for parents. (JHZ)

ED 264 105 SE 046 265

Go Nuclear? What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).

PUB DATE- Mar 84

NOTE- 22p.; For other documents in this series see SE 046 255-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.25).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Economic Factors; Electricity; Foreign Countries; Higher Education; High Schools; *Nuclear Energy; *Nuclear Power Plants; *Nuclear Technology; *Physics; Safety; Science Education; *Secondary School Science; Utilities

IDENTIFIERS- *Philippines

The dialogue in this module (about a nuclear power plant in Morong, Bataan) is designed to help students answer these questions: (1) When did the construction of the plant begin? What delayed the construction? (2) How does a nuclear power plant produce electricity? What are the nuclear reactions involved? (3) How does a nuclear power plant control the nuclear reactions? (4) What are some safeguards in constructing a nuclear plant? (5) What are the benefits of having a nuclear plant? (6) How will the costs and dangers of a nuclear plant compare with electric plants using oil or coal? and (7) How does a nuclear plant affect the Philippine economic situation and relationship with foreign groups. It is intended to reinforce and supplement a lesson titled, "A Visit to a Nuclear Power Station" in the High School Science IV, "Physics in Your Environment." Brief comments for students and for teachers (with suggested instructional strategies) are included. (JN)

ED 263 806 HE 018 848

Ebeid, William T.
Trends of Academic Research in Education in Arab Universities.
Qatar Univ., Doha. Educational Research Centre.
REPORT NO.- ERC-6
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; Arabs; Educational Economics; *Educational Needs; *Educational Research; *Elementary Secondary Education; *Foreign Countries; *Higher Education; Illiteracy; Psychological Studies; Research Methodology; Schools of Education; Student Evaluation; Teacher Education; Technical Education; Vocational Education
IDENTIFIERS- *Arab States; Middle East

Educational research conducted in education faculties and departments in Arab universities is reviewed as a preliminary for further research to improve the schooling system in the Arabic world. The focus is academic research conducted by university graduate students for master's and doctoral degrees. Covering the period 1946-1978, this review lists samples drawn from more than 530 research problems under the following broad categories: teaching in different subjects and levels (elementary/secondary education), vocational and technical education, teacher education, evaluation, psychological studies, educational economics, illiteracy and adult education, and research methodology. Specific issues and problems under each category are identified. Eleven additional areas of research, including comparative education and school administration, were also surveyed. Overall, the following trends were found: there are many interdisciplinary research problems; new innovations in ministries of education attract researchers; new ideas or philosophies adopted by a state are reflected in research; there is an increasing interest in the areas of illiteracy and adult education, vocational and technical education, and special education (retarded and gifted); and there is more research coming in the areas of physical education, art education, music education, home economics education, and nursing education. (SW)

ED 263 862 HE 018 913

Douglas, Joel M., Ed.
"Market Forces/Market Equity": Provisions in Faculty Contracts.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
PUB DATE- Oct 85
NOTE- 10p.
AVAILABLE FROM- National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Legal/Legislative/Regulatory Materials (090) Reports - Research/Technical (143)
DESCRIPTORS- *Collective Bargaining; College Administration; *College Faculty; *Contracts; Employment Practices; Higher Education; *Labor Market; Multicampus Colleges; Personnel Policy; Promotion (Occupational); Teacher Employment; Teacher Persistence; *Teacher Salaries; *Unions
IDENTIFIERS- AAUP Contracts; AFT Contracts; Public Colleges

The impact of market forces on negotiated salary guides for the hiring and retention of faculty was investigated through a survey of the collective bargaining agreements of four-year institutions. While the vast majority of the 117 contracts surveyed were silent on this issue, 16 agreements contained provisions. Fifteen provided for specific programs, while one contract referred the question to a joint study committee. Of the 15 contracts, 14 utilized the concept of salary adjustments for the purposes of retaining faculty, while 7 used it for hiring new faculty. The positions of the union and the college administration are summarized, along with the negotiated response by unionized institutions. Applicable clauses are presented from each of the 15 contracts of the following institutions: California State University, Minnesota State University System, University of Minnesota, Vermont State Colleges, Delaware State College, University of Delaware, Rio Grande College, University of Dubuque, Saginaw Valley State College, Ferris State College, Rider College, Boston University, Western Montana College, Eastern Montana College, University of Montana, and City University of New York. (SW)

ED 263 962 JC 860 008

Bordner, Marsha S.
Early Assessment of High School Juniors' College Skills.
Clark Technical Coll., Springfield, Ohio.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College Bound Students; *College Preparation; *College School Cooperation; Community Colleges; High Schools; *High School Students; Language Tests; Mathematics Tests; Program Descriptions; Student Placement; *Testing Programs; Writing Evaluation

In response to low college-going rates and low persistence rates of college students, Clark Technical College (CTC) initiated the High School Liaison Project to improve articulation between the college and local schools. The project served as an umbrella for several related activities, including a program for assessing the potential college skills of high school juniors. CTC's role in the state-supported testing program was to encourage all area schools to participate, to promote high levels of participation among the students, to work with Ohio State University to develop a more discriminating diagnostic test for math skills, and to identify an appropriate test for cost effectively assessing students' English skills. The results of the early assessment program have included: (1) a 73% increase in senior math enrollments; (2) a decrease in the number of students needing remedial math courses from 34% in fall 1983 to 25% in fall 1984; (3) participation by 26 of 29 high schools in CTC's service area; (4) encouragement of students to take college-preparatory English courses rather than general ones; and (5) continuing interest in program participation by all of the schools involved in 1984-85. This description of CTC's involvement in the early assessment program presents information on the use of the Written English Expression Placement Test, including an outline of testing and feedback procedures for students and schools. (EJV)

ED 263 976 PS 015 370

Sherman, Lawrence W.
Humour and Social Distance Ratings among Elementary School Children: Some Differential Sex and Age Patterns.
PUB DATE- Jun 85
NOTE- 47p.; Paper presented at the International Conference on Humour (5th, Cork, Ireland, June 26-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; Attitude Measures; Elementary Education; *Elementary School Students; *Friendship; *Humor; Laboratory Schools; Peer Relationship; Preadolescents; Rating Scales; *Sex Differences; Young Children

This study documents the differential sex and age influences on children's judgments of each other's humorousness, whom they prefer for friends, and the relationship between perceptions of humorousness and choice of friends. Two groups of children from a university-operated laboratory school participated in this study: one group consisted of 8-, 9-, and 10-year-old students in the age-heterogeneous Intermediate Unit, and the second consisted of 11-, 12-, and 13-year-old students in the age-homogeneous Advanced Unit. Both groups of children responded to two rating scales measuring the children's interpersonal ratings of social distance and humorousness. Responses were analyzed using repeated measures and two-way between subjects ANOVAs. The results support the notion that gender and age influence friendship preferences and humor perceptions. Within the age levels encountered in this study, cross-sex humorous perceptions are considerably lower than same-sex perceptions, and cross-sex social distance preferences are considerably higher than same-sex preferences. Twenty-two tables and 14 charts are appended. (BB)

ED 263 990 PS 015 440

Cornwell, David; Hobbs, Sandy

The Identification of Play.

PUB DATE- Sep 85
NOTE- 7p.; Paper presented at the International Symposium, "Play, Play Therapy, Play Research" (Amsterdam, Netherlands, September 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Children; Definitions; *Identification; *Play; Pretend Play; Psychological Needs; *Research Needs; *Research Problems; Theories

Several approaches to the study of play are examined and critiqued, including Matthews and Matthews' (1982) paradigm case approach and Sutton-Smith and Kelly-Byrne's (1984) view of play as a commonly-recognized-as-framed event in which the metacommunicative function always retains primacy. Consideration of the genesis of play in the child leads to doubt concerning the assumption that the identification of play is unproblematic because everyone knows play as framed. Freud's interpretation of the fantasy play of 18-month-old Ernst Halberstadt is a case in point, since it required familiarity with other features of the child's circumstances which could not be known by observation only. Quite likely it is necessary to take account of the individual child's reactional biography to provide an adequate description of apparently spontaneous play. "Framing," too, may have its genesis in reactional biography and may not withstand close study. Matthews and Matthews are correct to say that no scientific definiton of play exists. That does not mean it is not worth attempting to produce one. Deciding whether to abandon "play" as a candidate scientific term will ultimately require considerably more facts about playing and the identification of play than those presently known. (RH)

ED 264 004 PS 015 469

Dennis-Small, Lucretia
Advanced Job Skills Training Project. Annual Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 85
NOTE- 41p.; For related documents, see PS 015 465-471.
GRANT- OHDS-06C23-09
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Competency Based Education; Course Descriptions; *Curriculum Development; *Identification; *Inservice Education; *Job Skills; Program Evaluation; Records (Forms); *Staff Development
IDENTIFIERS- *Child Protective Service; Texas

This annual report of the Advanced Job Skills Training (AJST) Project describes the methodology used to develop competency-based training for child protective services (CPS) specialists who are in their first 24 months of employment. The project's steering committee determined that AJST was an inappropriate point to begin developing CPS specialists skills and agreed to revise Basic Job Skills Training (BJST), to redefine the time spent in the BJST classroom, and to increase the role of the CPS supervisor in measuring the competency of the CPS specialist during the first 24 months of employment. In the former BJST classes, new CPS specialists spent three weeks at a centralized training center. This requirement has been eliminated. The project identified the skills required for tasks performed by CPS specialists and revised the training curriculum accordingly. Plans are being made to conduct a pilot test of the revised curriculum in two DHS administrative regions. A training evaluation form and the agenda of the CPS BJST are appended. (RH)

ED 264 035 PS 015 518

Gardner, Philip; Carpenter, Robert

A Needs Assessment for Transition from Elementary Schools to Middle Schools. Report No. 85:05.

Educational Research Inst. of British Columbia, Vancouver.

PUB DATE- 1 Apr 85
NOTE- 162p.
GRANT- ERIBC-DG-363
AVAILABLE FROM- Educational Research Institute of British Columbia, 607 West Broadway, Suite 701, Vancouver, BC V5Z 4C2, Canada ($16.70).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Counselor Attitudes; Elementary Schools; Elementary School Students; Foreign Countries; Grade 5; Grade 6; Intermediate Grades; *Middle Schools; Needs Assessment; *Parent Attitudes; Program Effectiveness; Questionnaires; Student Adjustment; *Student Attitudes; *Teacher Attitudes; *Transitional Programs
IDENTIFIERS- *British Columbia

The purpose of this study was to assess both the needs of students in transition from elementary to middle school and the extent to which those needs were being met. A questionnaire was used to obtain the perceptions of 117 sixth-grade students, 64 parents of sixth-grade students, 37 parents of fifth-grade students, nine sixth-grade teachers, and four counselors in School District No. 69 (Qualicum), British Columbia, Canada. Findings generally point out that these students demonstrated many needs in their adjustment to the change in school. These needs were related to the new experiences and novel routines, a new organization of school, and new academic, social, and personal challenges. The other groups also perceived the students to have significant needs. These groups differed in their views of which needs were most important, and divergence was found among groups as to the degree to which particular needs were being met. Appendices include a summary of frequencies of response for all survey items, a set of questionnaire samples, and a computer answer sheet. (Author/RH)

ED 264 076 RC 015 554

Long-Term Care for the Indian Elderly. Oversight Hearing before the Select Committe on Aging and the Committee on Interior and Insular Affairs. House of Representatives, Ninety-Eighth Congress, Second Session (Tucson, Arizona, May 25, 1984).

Congress of the U.S., Washington, D.C. House Committee on Interior and Insular Affairs.; Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- Serial-98-45; Serial-98-475
PUB DATE- 85
NOTE- 285p.; Some pages may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Aging (Individuals); American Indian Reservations; *American Indians; *Federal Aid; Federal Indian Relationship; Health Facilities; *Health Needs; Hearings; Nursing Homes; *Older Adults; Tribes
IDENTIFIERS- Congress 98th; *Tribal Government

The joint committees met to examine the long-term care problems faced by the Indian elderly and to consider various proposals to resolve those problems. Four expert panels and 10 government and tribal representatives presented testimony on the health problems of the Indian elderly. One expert panel consisted of representatives of the Bureau of Indian Affairs, the Indian Health Service, the Health Care Financing Administration, and the Administration on Aging. The remaining three panels consisted of tribal representatives including Navajo, Pueblo, Apache, Oglala Sioux, Yakima, Cheyenne River Sioux, and Omaha. Testimony touched on funding, federal responsibility for long-term health care, coordination of agency services, Medicare/Medicaid programs, nursing home policy, and specific provisions of the Older American Act. The bulk of this document consists of material submitted for the hearing record. In addition to prepared statements by panel members, materials include reports submitted by southwest tribes, the New Mexico Title VI Indian Coalition, the New Mexico Indian Council on Aging, the Inter-Tribal Council of Arizona, and Senator deConcini of Arizona. The Long-Term Care Gerontology Center of the University of Arizona submitted two papers concerned with American Indian nursing homes. (JHZ)

ED 264 090 SE 046 238

Burke, James; And Others
The Impact of Science on Society.
National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.
REPORT NO.- NASA-SP-482
PUB DATE- 85
NOTE- 99p.; Series of lectures given at a public lecture series sponsored by NASA and the College of William and Mary in 1983.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- *Change; Computers; *Futures (of Society); Inventions; Philosophy; *Science History; *Sciences; Scientific Enterprise; *Scientific Literacy; Scientific Principles; *Technological Advancement
IDENTIFIERS- *Science and Society

The impact of science on society is examined in this publication's coverage of a series of public lectures that commemorated the 25th anniversary of the National Aeronautics and Space Administration. Edited versions of four speeches are presented which address the impact of science on society from the time of humanity's first significant scientific invention to that of expected future scientific advances. The papers include: (1) "The Legacy of Science" by British historian James Burke; (2) "Accomplishments of Science by the Year 2000" by television science editor and reporter Jules Bergman; (3) "Our Future in the Cosmos--Computers" by scientist and science fiction writer Dr. Isaac Asimov; and (4) "Our Future in the Cosmos--Space" also by Dr. Isaac Asimov. Audience questions and lecturer responses follow each of the papers. Biographical sketches of each presenter are also included. (ML)

ED 263 716 EC 180 986

Miller, Ronald C.; And Others
Supplementary Services for Previously Nonpublic School Institutionalized Students, 1984-85. P.L. 89-313. Final Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Aug 85
NOTE- 63p.; Prepared by the Special Education Evaluation Unit. Evaluation Report. For related document, see EC 180 985.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Equipment; *Instructional Materials; Program Descriptions; *Program Effectiveness; Program Evaluation
IDENTIFIERS- New York

The report describes accomplishments of a program serving approximately 2500 handicapped students fomerly educated in New York state operated or supported schools. The program offered supplemental services to eligible students either through teacher training or through provision of materials and equipment. Curriculum areas in component 1 included reduction of maladaptive behavior, societal/survival skills, communication/language development, reading, mathematics, and career education. Component 2 provided instructional supplies and equipment in the areas of activities of daily living, career education, and communication/language development. Achievement data revealed that program objectives were at least partially met, with the majority of students acquiring at least one new skill during the course of the program in at least one of the following areas: activities of daily living, reduction of maladaptive behavior, societal/survival skills, communication/language development, career/pre-vocational education, or reading and mathematics. Observation and interviews indicated that the program-provided supplies and equipment generally met the students' needs and were preceived as effective supplements to basic instruction. The program reported an increase in students and materials and equipment compared with the previous year's cycle. Among conclusions formed are that the participant evaluation of workshops and other training activities should be expanded. (CL)

ED 263 731 EC 181 302

Clary, Joan Turner
Iowa Criteria for Preschool Handicapped.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
PUB DATE- Aug 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Definitions; *Disabilities; *Eligibility; *Handicap Identification; *Preschool Education; *State Standards
IDENTIFIERS- *Iowa

The document is intended to establish criteria for preschool services so that a handicapped child qualifying for services in one area of the state (Iowa) will qualify for those same services in another geographic area. An initial section examines the state's philosophical commitment to handicapped children. A subsequent section addresses the state's screening and evaluation procedures. State regulations are quoted regarding definitions of specific types of disabilities and criteria for behavioral disorders, hearing impairment, learning disability, mental disability, physical disability, profound multiple handicaps, speech and language impairments, and visual impairments. Disabilities are examined in terms of definitions from the Iowa rules, criteria, and suggested assessments. (CL)

ED 263 778 FL 015 400

Handscombe, Jean
Who's In Charge Here?

PUB DATE- 84
NOTE- 10p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports · Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Course Descriptions; *English (Second Language); Higher Education; *Language Teachers; *Leadership Training; Second Language Instruction; Teacher Education; *Teacher Role

The leadership component in a teacher certification course for teaching English as a second language (ESL), adapted from an administrator development course, was designed to encourage teachers to think of themselves as leaders within their present classroom roles. Techniques include such activities as introductions and the sharing of varied teaching experiences and needs. Leadership is highlighted as an everyday concern in the teachers' instructional settings. Major sources of information on ESL are identified, and strategies for influencing people, both peers and colleagues at other levels of the educational hierarchy, are examined. The need for teacher attention to the intent of communication is emphasized, as well as the need for the teacher to establish a reputation as a knowledgeable spokesperson. Practice in dealing with the anxiety of influencing others is provided through the preparation and presentation by each teacher of a workshop for a group of 35 colleagues. Experience has shown that this kind of course component gives teachers courage and skills to bring about positive changes in their own work settings, and sometimes in those of their colleagues. (MSE)

ED 263 793 FL 015 419

German. Suggested Learner Outcomes.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- Aug 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cultural Education; Educational Objectives; *German; *Listening Skills; *Reading Skills; Secondary Education; Second Language Instruction; *Speech Skills; State Curriculum Guides; State Standards; Teaching Guides; *Writing Skills

These guidelines, designed to aid schools in developing their own curriculum and to assist teachers in planning courses, set out objectives for the four language skills--listening, speaking, reading, and writing--and for an understanding of culture in the teaching of German in secondary schools. The guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program development and notes the intended use of the guidelines. A section suggesting goals, learning activities, and evaluation activities for the cultural component of instruction at four levels follows. Four subsequent sections suggest specific behaviors, related learning activities, and evaluation activities for each of the four language skills at each level. A final section contains an inventory of language structures to be taught in all four skill areas at all levels. (MSE)

ED 263 820 HE 018 864

Harper, Aylene S.
Faculty and Student Development.
PUB DATE- Mar 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Students; Curriculum Development; Educational Change; Educational History; Extracurricular Activities; Higher Education; Individual Development; Intellectual Development; Models; Social Change; *Student Development; Student Needs; Student Personnel Services; *Teacher Role; *Teacher Student Relationship; *Theories

The role of faculty in student development is considered. The history of the student development movement from the Colonial period to the twentieth century and major student development theories are also reviewed. Important objectives of contemporary student development are identified: to promote students' intellectual and individual development; to treat students as individuals; to understand the relevance of student group life; and to implement clinical and research findings concerning student development. The following theories are described: Perry's intellectual and ethical model, Knefelkamp and Slepitza's adaptation of Perry's model to career decision-making, Chickering's vector theory of student development, Sanford's model of challenge and support, and Astin's theory of student involvement. Assumptions of student personnel work and the human development model are identified. Three major factors affect student development: changing psychological concepts and social change; new procedures for solving old problems; and changes in educational structures based on new educational goals or new students populations. Attention is directed to the role of faculty members in promoting student development, including designing and evaluating curricula and extracurricular programs and academic advising to meet changing student needs. A four-page list of references is included. (SW)

ED 263 876 IR 011 860

Clark, Richard E.; Leonard, Stuart
Computer Research Confounding.
SPONS. AGENCY- University of Southern California, Los Angeles.
PUB DATE- 31 Mar 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Research made possible by a grant from the EDUCARE Faculty Research Projects Committee of the University of Southern California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; Conventional Instruction; Drills (Practice); Instructional Improvement; Instructional Innovation; Intermode Differences; Meta Analysis; Research Design; *Research Needs; *Research Problems; Tables (Data); Teaching Methods; *Validity
IDENTIFIERS- *Instructional Effectiveness

The suspected sources of confounding in current meta-analytic studies of computer based instruction (CBI) are uncontrolled effects of instructional method and/or the John Henry Effect (i.e., compensatory rivalry). To determine which confounding is most plausible, a random 30% sample of the 128 studies which formed the original Kulik meta-analyses for primary, secondary, and college levels was selected for a descriptive review. Evidence from reviewer coding of study features strongly suggests that the achievement gains found in CBI studies are actually due to the uncontrolled but robust instructional methods employed in these treatments. Cautions are offered for those who wish to implement CBI in schools and for research design, and it is suggested that the achievement gains attributed to the computer mode of delivery are probably due instead to the instructional methods employed in their software, and these methods could probably be delivered by a teacher. A list of references and appendices with data tables complete the document. (Author/JB)

ED 263 906 IR 011 895

Rand, David; Kimball, Richard L.
A Programming Contest for Grades 4-12.
PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141)
DESCRIPTORS- *Competition; Computer Literacy; *Computer Software;
Elementary Secondary Education; Microcomputers; *Problem Sets;
*Programing; Programing Languages; Success
IDENTIFIERS- BASIC Programing Language; *Contests; *Debugging
(Computers)

In April of 1984 the Aroostook (Maine) Computer Educators, in conjunction with the University of Maine at Presque Isle, conducted a computer programming contest for county students in grades 4-12. This document describes the structure of that contest, including grade level groupings (4-6, 7-9, and 10-12); rules for team membership; the schedule for the contest; and the three major events: the programming challenges, debugging contest, and the individual entries. Comments on the contest are also included. The major part of the document consists of the appendices, which list the three sets of programming challenges used in the contest by grade level. (JB)

Berkowitz, Robert E.; And Others
Controlled Research Writing Project. Teacher Resource and Utilities Booklet to Accompany the Resource Documents Collection (R.D.C.). For Use with English II R and H Research Writing Unit.
Wayne Central School District, Ontario Center, NY.
PUB DATE- 83
NOTE- 71p.; Paper presented at the Humanizing Experience Conference sponsored by the New York State Education Department (Albany, NY, 1983). For related document, see IR 051 343. Some pages may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 10; High Schools; Instructional Materials; *Research Papers (Students); *Resource Materials; *School Libraries; Secondary School Curriculum; *Student Research; *Writing (Composition); Writing Instruction

This controlled research report writing curriculum was developed for 10th grade students by an interdisciplinary team led by the library media specialist and the chairperson of the English Department of Wayne Central High School. The purpose of the program is to give students a highly structured experience in research report writing, with attention focused on the analysis, synthesis, and evaluation of resource materials, rather than the library search for the resource materials. The workbook is organized into 10 steps in the controlled research report writing process. For each step a goal is stated and the skills to be acquired, the product of the step, the method for completion, a timeline, and an evaluation method are defined. The 10 steps are: (1) survey the entire resource documents collection (RDC); (2) narrow the topic and select articles; (3) analyze individual articles; (4) create a proposal and examine its consequences in terms of areas of concern; (5) create a thesis for a researched, persuasive essay; (6) take notes on cards; (7) organize and outline the essay; (8) write a rough draft; (9) revise the rough draft for logic, flow, and mechanics; and (10) write a final draft and add title page, footnotes, and bibliography. Supplementary materials include article reprints, forms, checklists, topics for evaluation, and writing sample. (Author/THC)

ED 263 948 JC 850 598

Kintzer, Frederick C.
An Evaluation of a Data Base on Statewide Articulation and Transfer Agreements. Sabbatical Leave Report, Spring 1985.
California Univ., Los Angeles. Graduate School of Education
PUB DATE- Sep 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Community Colleges; Educational Assessment; *Educational Trends; *Intercollegiate Cooperation; Postsecondary Education; *Statewide Planning; *Transfer Policy; Transfer Programs

This report evaluates and expands a database on statewide articulation and transfer agreements, and provides an updated taxonomy of types of agreements. Initial sections outline the purpose and procedures of the articulation study. Next, a taxonomy of statewide agreements is presented for the years 1972, 1976, and 1985. The agreements are categorized as belonging to one of four types: formal and legally-based guidelines and policies; state system policies; voluntary agreements between institutions or within states; and states specializing in vocational-technical credit transfer. Following a historical overview of statewide articulation and transfer efforts, the paper presents summaries of developments in the following target states: Arizona, California, Florida, Hawaii, Illinois, Massachusetts, New Jersey, New York, North Carolina, Oklahoma, Oregon, Pennsylvania, Washington, and Wyoming. Finally, concluding comments discuss the significance of the results. (LAL)

ED 264 020 PS 015 498

Johnston, John M.
Intergenerational Experiences and Programs: Benefits and Considerations for Young Children, Older Adults and Program Administrators.
PUB DATE- 16 Nov 85
NOTE- 30p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Caregivers; *Day Care; Early Childhood Education; Employees; Exchange Programs; *Older Adults; *Program Administration; Program Effectiveness; Sociocultural Patterns; Staff Development; Stereotypes; Training; Volunteers; *Young Children
IDENTIFIERS- *Age Bias; *Intergenerational Programs

Intergenerational child care is a general label for the concept of interactions between young children in prekindergarten and child care programs and older adults who are retired or nearing retirement. Discussion of the concept and associated trends in care initially focuses on factors accounting for the recent interest in involving older adults in programs for young children. Types of intergenerational programs such as exchange, volunteer/aide, and employee programs are described. Objectives of intergenerational programs and benefits of intergenerational experiences for children and older adults are listed. Subsequent discussion focuses on administrative considerations for intergenerational exchange programs, volunteer programs, and employee programs. Included in the latter section are discussions of trends regarding older volunteers and employees, age stereotyping, the inaccuracy of job-related age stereotypes, facts countering age bias, and common misconceptions about the economic condition of older adults, their involvement in society, and their attitudes about work and retirement. Concluding sections of the document concern training and staff development needs of older adults, related issues, and steps that will provide needed information about such programs and their effects. (RH)

ED 264 049 PS 015 551

Johnson, Richard T. J.; Smith, Deborah L.

The Importance of Experience and Standardized Educational Evaluation on Reading Readiness Skills Development.

PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Communication Skills; Developmental Stages; Early Childhood Education; *Early Experience; Preschool Children; *Reading Readiness; *Standardized Tests; *Student Evaluation

The importance of experience in the development of reading readiness skills acquisition is a well-documented, thoroughly reviewed topic in education literature today. Aside from the specific subject area of experience, there is very little current discussion on reading readiness skills and their relationship to standardized readiness classroom evaluation. As discussed in this paper, there is a close relationship between experience and standardized evaluation that is not closely examined by early childhood educators. This paper builds a framework that will be useful for early childhood educators to use when assessing young children's reading readiness development. (Author/RH)

ED 263 747 FL 015 354

Elliott, John
The Study of, and Through, Comic Books in the Language Classroom.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; Classroom Techniques; Coherence; *Comics (Publications); Grammar; *Instructional Materials; Media Selection; Native Language Instruction; Reading Habits; *Reading Instruction; Remedial Reading; *Second Language Instruction

Comics are a powerful medium in the way they combine the verbal and the pictorial. Since they are widely used by the school-age audience, and by many adults, better use could be made of them by students if they learned how the comic conveys its message. The similarity in techniques used by creators of movies, television, advertisements, and comics is so great that learning the methods of comics will enhance students' understanding of other media. Although comics can and should be used to teach language skills, it is at least as important that they be taught as a separate medium with their own grammar. While computer literacy has been made obligatory in some schools, media literacy has not, and yet most adults and students are exposed more frequently to television, movies, advertisements, and comics than to computers. The point is made that teaching comic book literacy has much to recommend it.

(Author/MSE)

ED 263 764 FL 015 384

Richards, Jack C.
Planning for Proficiency.
PUB DATE- 85
NOTE- 16p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p16-30.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *English (Second Language); *Language Proficiency; Language Skills; *Learning Theories; Second Language Instruction; Skill Development; *Teaching Methods

Viewing language learning in terms of the development of proficiency has important implications for the process of curriculum development in English as a second language. A proficiency-oriented curriculum derives not from an analysis of the language code, but from an analysis of target language behaviors. The interest is in both the product and the process of learning. One can determine the content of learning by identifying the educational, occupational, and interactional tasks learners need to perform in the target language. One can view the process of learning not as interlanguage development but as development of proficiency in functional task-related skills. The teacher, the syllabus, and the instructional materials assume a central role in teaching for proficiency since providing opportunities for proficiency development requires systematic needs analysis, task analysis, goal setting, and development and evaluation of teaching and learning activities. This is not to advocate a new movement or philosophy of language teaching, but to stress the importance of looking more closely at what language proficiency entails and how it can be addressed in the second language curriculum. A brief list of references concludes the paper. (Author/MSE)

ED 263 835 HE 018 882

Hexter, Holly
Grants Versus Loans: Recent Proposals for Change in Student Aid Policy in Great Britain.
American Council on Education, Washington, D.C. Div. of Policy Analysis and Research.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- Jun 85
NOTE- 20p.
AVAILABLE FROM- American Council on Education, Division of Policy Analysis and Research, One Dupont Circle, N.W., Washington, DC 20036-1193 ($8.00, nonmembers; $5.00, members).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Career Choice; Change Strategies; *Federal Aid; *Financial Policy; Financial Problems; Foreign Countries; Government School Relationship; *Grants; Higher Education; Loan Repayment; Low Income Groups; Middle Class Students; Parent Financial Contribution; Resource Allocation; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- College Costs; *Debt (Financial); *Great Britain; United States

Recent attempts of the British government to shift its student aid programs from grants to loans are discussed, along with parallels between developments in student aid policy in both Britain and the United States. Great Britain's higher education structure, access to education, and enrollments are briefly described. In Britain over 90 percent of students receive financial aid, compared to about 50 percent in the United States. Aid to British students takes two main forms: mandatory government grants to eligible students enrolled in approved courses, and discretionary awards given to students not qualifying for mandatory awards. Fiscal problems in both countries may mean continuing pressure to reduce funding for student aid programs and thus restrict access to college. The proposed changes in the British student grants system and the reimposition of tuition would mark a departure from the tradition of free or highly-subsidized tuition. In the United States, a recent Reagan administration plan would bar access to loans for many middle-income students. (SW)

ED 263 891 IR 011 877

Haven, Robert N.
Instructional Software, 1984: Trends and State of the Art.

PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Courseware; Educational Trends; Elementary Secondary Education; Graphs; Higher Education; Instructional Material Evaluation; *Intellectual Disciplines; *Microcomputers; Tables (Data)
IDENTIFIERS- Products Liability; *Software Evaluation

This paper summarizes the state of instructional software being produced by commercial sources in the United States as of late 1984, and reports some of the trends which led up to that state. After a brief background synopsis and description of the procedure used to obtain information, the document discusses such topics as: amount of software available, subject areas for which software was produced, growth of available software by subject, trends in the production of new software, grade levels of software, classification of program types, software quality, and trends in software quality. Based on the results of the study, the conclusion identifies four main weaknesses and four impressive strengths of the instructional software field. Four data tables and 10 graphs illustrate the paper's findings; a bibliography and computer glossary complete the document. (JB)

ED 263 935 JC 850 578

Gurley, Jay
Visual Arts in Community Colleges: Enhancing the Learning Environment.

PUB DATE- 24 Oct 85
NOTE- 16p.; Paper presented at the Southwest Regional Conference of the Community College Humanities Association (New Orleans, LA, October 24-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; *Art Appreciation; Art Education; *Art Products; Capital Outlay (for Fixed Assets); Community Colleges; *Community Involvement; Cultural Enrichment; Educational Environment; Fund Raising; *School Community Relationship; Two Year Colleges; *Visual Arts
IDENTIFIERS- *Eastern New Mexico University Clovis

Art exhibits on college campuses not only foster aesthetic appreciation and knowledge, but they also stimulate and encourage community involvement. In New Mexico, public and institutional policies permit the purchase of art to enhance public buildings, including institutions of higher education. At Eastern New Mexico University's Clovis Campus (ENMU-Clovis), a branch campus serving a community college mission, funds were set aside from the capital outlay appropriations for the purchase of art. A committee of local community citizens and faculty members was appointed to recommend purchases, commissions, collections, and displays of art works in buildings. In addition, the committee established criteria for the selection of art works, and provided incentives for gifts and loans that added to the college's collection. The visual arts program at ENMU-Clovis has had numerous tangible and intangible benefits, including: (1) donors to the arts program have received tax savings, while the institution has realized an appreciation in the value of certain collectibles; (2) the art faculty has been prompted to conduct student art shows each semester; and (3) art exhibits are at least contiguous to various areas of work and study and therefore more readily accessible to students, faculty, guests, and all other employees. In the years to come, leadership from within the college and community, supported by national, state, and regional humanities organizations, will have important goals to attain and decisions to render so that the users of its facilities will continue to have the opportunity to view, touch, and experience quality works of art through its visual arts program. (EJV)

ED 263 963 JC 860 009

Evaluation of Remedial Programs: Pilot Study Final Report.

Butte Coll., Oroville, CA.

SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE- Aug 85
NOTE- 42p.; Prepared by the Design Team of Butte College.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Basic Skills; Community Colleges; *Developmental Studies Programs; *Evaluation Methods; Institutional Evaluation; *Program Evaluation; Remedial Mathematics; Remedial Programs; Remedial Reading; Writing Instruction

A description is provided of a pilot study conducted at Butte College to develop and test evaluation procedures for the college's remedial and developmental reading, English, and math programs. Part I of the report includes five sections: (1) a description of the remedial reading, English, and mathematics programs as they existed at Butte College in 1983-84; (2) a demographic description of the students who were assessed and enrolled in Butte College remedial English classes in 1982-83; (3) an examination of the improvement in basic skills of students enrolled in developmental reading and mathematics classes; (4) an evaluation of the success of remedial English students in subsequent Butte College courses; and (5) a retrospective study of the success of students who were enrolled in remedial classes at Butte and later transferred to California State University, Chico. Part II of the report details the methodology, assumptions, and criteria employed for each of the five components of the study. Part III summarizes the results of the project, discusses the strengths and weaknesses of the process, and offers conclusions and recommendations. (Author/LAL)

ED 264 005 PS 015 470

Dennis-Small, Lucretia; Washburn, Kerry
Family-Centered, Home-Based Intervention Project for Protective Services Clients. Annual Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 85
NOTE- 28p.; For related documents, see PS 015 465-471.
GRANT- OHDS-06C23-09
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Child Abuse; *Child Neglect; *Cost Effectiveness; *Home Programs; *Intervention; Program Descriptions; Program Evaluation

IDENTIFIERS- *Child Protective Service; Impact Evaluation; Texas

Reported are findings of an impact evaluation of the Family-Centered Home-Based Intervention Project for Protective Services Clients, a joint venture of the Texas Department of Human Services (DHS) Region 11 (Houston) and the DePelchin Children's Center. The project demonstrated a model of intensive intervention with families who had been referred to DHS's child protective services (CPS). Cases were assigned randomly to either DHS or DePelchin staff. The impact evaluation compared intensive services provided by DHS, standard DHS protective services, and intensive services provided by DePelchin staff. Main points of comparison were the effects of services on families and the cost of services. Due to the small number of clients served in the year, results were limited to descriptive data. These data suggested that children from families receiving intensive services from either DHS or DePelchin staff were removed from their homes less frequently than those from families receiving standard DHS protective services. Cost comparisons indicated that while the per-family cost of DHS intensive intervention was higher than that of standard services, the low frequency of removals in intensive services cases resulted in lower costs for foster care. Costs for intensive intervention provided by DePelchin staff were slightly lower than those for DHS intensive services. The cost analysis is included in this report. (RH)

ED 264 063 RC 015 540

Payne, Milton R.
Using the Outdoors to Enrich the Teaching of Mathematics.
ERIC Clearinghouse on Rural Education and Small Schools, Las Cruces, N. Mex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 71p.; For related document, see RC 015 536.
AVAILABLE FROM- ERIC/CRESS, Department 12, Box 3AP, New Mexico State University, Las Cruces, NM 88003 ($5.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Curriculum Enrichment; Elementary Education; *Elementary School Mathematics; *Experiential Learning; *Learning Activities; Lesson Plans; *Mathematical Enrichment; Mathematics Instruction; Mathematics Skills; Outdoor Activities; *Outdoor Education

Written for teachers in elementary and middle schools and for personnel at outdoor education centers, this publication is the second in an ERIC/CRESS series on utilizing outdoor education methodologies to enhance the academic curriculum. The resource guide suggests ways of getting students interested in arithmetic and mathematics and how to make teaching math fun. Fifteen outdoor activities are keyed to the basic mathematics skills which the National Council of Teachers of Mathematics (NCTM) advocates each student acquire before completing high school. The skills include problem solving; applying mathematics in everyday situations; alertness to reasonableness of results; estimation and approximation; appropriate computational skills; geometry; measurement; reading, interpreting, and constructing tables, charts, and graphs; using mathematics to predict; and computer literacy. Each lesson is presented as an "idea" and contains descriptions of the NCTM skill, purpose, materials required, specific activity, and procedures. The lesson titles are: "Outdoor Shapes," "Hull Gull," "Arithmetic Treasure Hunt," "Cricket Thermometers," "Popcorn Scramble," "Seesaw Equations," "Practice with Dimensions of Circular Objects," "Outdoor Sets," "Ant and People Race," "Can You Locate the Center of an Acre?" "How Many Deer and Moose," "How Tall Is That Tree?" "Lumberjack Lesson," "Hunting Buried Treasure," and "Building and Using a Measuring Wheel." (NEC)

ED 264 106 SE 046 266

Trap the Energy of the Sun. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- National Science and Technology Authority (Philippines).
PUB DATE- Jan 84
NOTE- 31p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.70).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alternative Energy Sources; *Energy Education; Food; Foreign Countries; High Schools; Learning Activities; *Science Activities; Science Education; *Secondary School Science; *Solar Energy
IDENTIFIERS- *Philippines; *Solar Food Dryers

Filipino scientists and inventors have tried many ways of using solar energy. One simple device, made of wood and ordinary plastic sheets, traps solar energy to dry palay grains and other agricultural products. In this module, information and activities are provided to help students: (1) learn the advantages of using a solar crop dryer over direct sun drying; (2) build a low-cost solar crop dryer; (3) compare the drying time in the dryer and in direct sun drying using palay grains; (4) measure and compare the temperature of the air inside and outside a dryer; (5) make design changes in the dryer and observe the effect on dryer time; and (6) build a dryer three times as large as the first one. Each activity includes a list of materials needed and detailed procedures. A short mastery test (with answers) is provided. (JN)

ED 263 807 HE 018 849

Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education. 1983 Amendments.

Virginia State Council of Higher Education, Richmond.

PUB DATE- 21 Jan 83
NOTE- 59p.
AVAILABLE FROM- Virginia Council of Higher Education, James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Black Colleges; *Black Students; Black Teachers; *College Desegregation; College Planning; College Transfer Students; Community Colleges; Educational Change; Educational Opportunities; Enrollment Trends; *Equal Education; Graduate Students; *Higher Education; School Holding Power; State Colleges; *Statewide Planning; Student Financial Aid; Student Recruitment; Teacher Exchange Programs; Undergraduate Students; White Students
IDENTIFIERS- Public Colleges; *Virginia

Amendments to the "Virginia Plan for Equal Opportunity in State-Supported Institutions of Higher Education," which were submitted to the U.S. Office for Civil Rights, are presented. Commitments of the state include: increasing the enrollment of black undergraduates at state colleges and at the traditionally white colleges, increasing the enrollment of white students at traditionally black colleges (TBIs), expanding the Virginia community college system outreach efforts to high schools, improving undergraduate and graduate student recruitment, improving student retention, completing a transfer guide for community college students, and sponsoring an annual conference for potential graduate students. A proposal for a Virginia Transfer Student Grant Program is described, along with the Commonwealth Faculty Exchange Program, Commonwealth Visiting Professorships, and recruitment initiatives for nonwhite faculty members. The enhancement of the TBIs and secondary school outreach programs and student admission and retention are also discussed. Educational reforms in the state, including early remedial education and greater emphasis on core academic subjects, are also identified. Appendices include data on black and white student enrollments by institution. (SW)

ED 263 849 HE 018 898

Pieschel, Bridget Smith; Pieschel, Stephen Robert
Loyal Daughters: One Hundred Years at Mississippi University for Women, 1884-1984.
REPORT NO.- ISBN-0-87805-243-7
PUB DATE- 84
NOTE- 208p.
AVAILABLE FROM- University Press of Mississippi, Jackson, MS 39211 ($25.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- Alumni; Coeducation; College Administration; College Environment; College Graduates; *College Presidents; Educational Change; *Educational History; Higher Education; Leadership Qualities; Single Sex Colleges; State Universities; *Womens Education
IDENTIFIERS- *Institutional History; *Mississippi University for Women

The history of the Mississippi University for Women (MUW) from 1884 to 1984 is described. MUW, the first state-supported college for women is now coeducational, but adheres to its original mission of providing educational opportunity for women. Educational, administrative, and architectural developments are traced, with attention to leaders who guided MUW to maturity. The university's presidents include Henry Lewis Whitfield (1907-1920), whose sweeping changes at the college strengthened the academic program and upgraded its industrial (vocational) studies. During the tenure of Charles P. Hogarth for a quarter of a century, the college experienced the most growth in its history, quadrupling its enrollment. Hogarth's successor, thirteenth MUW president James W. Strobel, is leading the university past the Supreme Court decision toward new goals of academic excellence and strengthened emphasis on women's education. A personal story of what the university means to its graduates is also provided. Excerpts from campus publications are interspersed with portions of letters from alumnae describing the university's traditions and several memorable teachers. (SW)

ED 263 863 HE 018 914

Petry, John R.
Historiography and the Peabody Experience, 1937-1945.
PUB DATE- 9 Nov 85

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Atlanta, GA, November 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Administration; College Faculty; College Libraries; Educational Finance; *Educational History; *Educational Quality; *Financial Problems; Higher Education; *Historiography; *Schools of Education; *State Colleges
IDENTIFIERS- *George Peabody College for Teachers TN; Institutional History

Problems that existed during the 1937-1945 era at George Peabody College for Teachers were investigated, using a historiographical approach. In addition to a search of various kinds of records, interviews were conducted with faculty, staff workers, and administrators. The Delphi technique was used to isolate problems of an administrative nature, specifically those dealing with finance, curriculum, and faculty. The college's history was written from a conservative, traditional viewpoint. Little or no attention was given at the college to social issues, labor-management relations, the effect of war on national policies, the study of peace, women's rights, or integration. Peabody was primarily a place where the status quo was observed. Major financial problems during the era were: decreasing funds, faculty salaries, inadequate business procedures, and insufficient buildings and equipment. Two problems concerning faculty were identified: the quality of the faculty, and the faculty members' inadequate promotion of the purpose and objectives of the college. Major problems relating to the educational program concerned enrollment, departmental reorganization, and the quality of students' work. Two innovations were a conference on professional negotiations and the establishment of the Joint University Libraries system. (SW)

Hebbeler, Kathleen M.
Follow-Up Study of Three Cohorts of Head Start Graduates.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance; *Early Childhood Education; *Elementary School Students; Elementary Secondary Education; Followup Studies; Grade Repetition; Grades (Scholastic); Longitudinal Studies; Lower Class Students; *Outcomes of Education; *Program Effectiveness; *Secondary School Students; Special Education; Standardized Tests; Student Placement
IDENTIFIERS- Montgomery County Public Schools MD; *Project Head Start

The study reported here examined the long term performance of three groups of children who attended the Head Start program in the Montgomery County (Maryland) Public Schools. The students attended Head Start as preschoolers in 1970-71, 1974-75, and 1978-79, and were in grades 4, 8, and 12, respectively, during the 1983-84 school year. The following two research questions were addressed: (1) does participating in Head Start have any long term effects, and (2) how does the long term performance of the Head Start graduates compare to that of other students in the school system. The study examined the impact of Head Start participation (question 1) by comparing the performance of students who attended Head Start with that of a group of students who applied to Head Start but were not admitted. Overall performance (question 2) was assessed by comparing the performance of Head Start graduates to that of all other students in the school system born in the same year. Specifically examined were the following: grade retentions, special education placements, standardized test performance, grades, type of courses selected (honors, remedial), and attendance. Findings generally indicated positive effects for all three groups, although weak design prevented the effects from being seen in the fourth and eighth grade groups. (DST)

ED 263 991 PS 015 441

Hobbs, Sandy; Cornwell, David
The Science and Politics of Play.
PUB DATE- Sep 85
NOTE- 8p.; Paper presented at the International Symposium of the Netherlands Organization for Postgraduate Education in the Social Sciences (Amsterdam, Netherlands, September 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Censorship; Children; *Comics (Publications); Cultural Influences; Delinquency; *Fear; Foreign Countries; Mythology; Parent Influence; *Play; Socialization; *Violence
IDENTIFIERS- *Scotland; *Verbal Social Control

In Glasgow, Scotland (September, 1954), children massed in a graveyard to hunt for a vampire with iron teeth said to have slain and eaten "two wee boys." This incident was linked to a campaign for stricter censorship of children's reading, especially so-called "horror comics." While evidence connecting the vampire hunt and horror comics was neither found nor sought, evidence exists for an alternative source of the children's concept of a monster with iron teeth. Like parents in a number of countries, Glasgow parents used the idea of a "Jenny with the Iron Teeth" to threaten children who misbehaved at bed time. Research reveals that the Vampire Hunt of 1954 was one of a series of similar incidents taking place in Western Scotland over half a century before and since that date. If such hunts are indeed relatively common, explanations may not be hard to find. The vampire hunt and another incident involving an attack by schoolchildren on gypsies appeared inexplicable to contemporary observers because certain features of childhood were overlooked. The best hope of understanding such incidents is to relate the children's behavior to their past histories and immediate circumstances. Such an inquiry seems possible without recourse to concepts such as "play" and "delinquency." (RH)

ED 264 077 RC 015 565

Gulliford, Andrew

Documenting America's Country Schools.

PUB DATE- Jun 85
NOTE- 11p.; Paper presented at the History of Agricultural Education Symposium (Athens, GA, June 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Elementary Secondary Education; *One Teacher Schools; *Oral History; *Preservation; Recycling; *Rural Education; Rural Schools; *School Buildings; *Small Schools
IDENTIFIERS- Historic Sites

Oral history plays a vital role in accurate preservation of the rural school experience and the actual restoration of some of the country's 212,000 one-room school buildings. Oral histories provide valuable, first-hand information on who taught in and who attended one-room schools, what the curriculum included, what the building looked like, and the vital role the structure played in cementing bonds of community throughout rural America. Because thousands of people still live who taught in or attended these schools, opportunities for combining accurate, scholarly oral history with accepted preservation and restoration practices remain a special opportunity in rural preservation. Movement is afoot (throughout the United States and Canada) to save and revitalize rural schools. Local historical societies, state park commissions, the National Park Service, clubs, organizations, and private individuals are sponsoring preservation projects. Hundreds of schools have been adapted for use as houses and second homes or have become community centers, day care centers, restaurants, offices, models, art galleries, and museums. Research into a building's past adds much to the understanding and enjoyment of those rehabilitating schoolhouses for personal or adaptive use and becomes mandatory as a guide to the restoration and interpretation of a building's history when restored for museum purposes. (NEC)

ED 264 091 SE 046 240

Bebout, Harriett C.; And Others
MATHBOXES: A Program for the Apple II to Teach Children to Solve Basic Word Problems. A Report from the Project Using the Microcomputer to Teach Problem-Solving Skills. Program Report 85-5.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85

NOTE- 26p.; Computer disc that accompanies this document is not available from EDRS.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Addition; *Computer Software; Elementary Education; *Elementary School Mathematics; Mathematics Education; *Mathematics Instruction; Microcomputers; Numbers; Problem Solving; *Subtraction; *Word Problems (Mathematics)
IDENTIFIERS- Apple II

This manual is used with MATHBOXES, a computer program written for Apple II microcomputers to help children relate formal mathematical symbols for representing simple word problems to the informal strategies using physical objects that they naturally use to solve them. There is a substantial body of research that documents that young children are capable of solving a variety of simple addition and subtraction word problems by directly representing the action or relationships in the problems with physical objects. However, when they are introduced to formal mathematical symbols, they fail to see the connection between the manipulations they learn for these symbols and the informal strategies they use to solve the problem. MATHBOXES is designed to help children make this connection. The manual includes an overview of the program and directions for using it, discussing the various program options: (1) no numerals; (2) numerals only; (3) numerals and text (with additional choices for canonical-small numbers, canonical-large numbers, missing addend-small numbers, missing addend-large numbers, noncanonical-small numbers, or noncanonical-large numbers); and (4) leaving the program. (JN)

ED 263 717 EC 180 987

Gill, Douglas H.
An Analysis of the Consolidation of Secondary Vocational and Special Education, 1984-85.
Pierce County Educational Service District 121, Tacoma, WA.
PUB DATE- Aug 85
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperative Programs; *Disabilities; Followup Studies; Individualized Education Programs; Mainstreaming; *Program Effectiveness; Secondary Education; *Special Education; *Vocational Education; Vocational Education Teachers

The document examines the efforts to consolidate secondary vocational education and special education in Pierce County, Washington. Studies are described for three phases of the consolidation: (1) a determination of vocational education staff input and involvement in the Individualized Education Program (IEP) process at the secondary level (data derived from surveys of vocational education staff); (2) an employment-related follow-up of 146 former special education students that noted increased postsecondary educational involvement and a continuing high level of unemployment; and (3) an assessment of secondary vocational program placement and corresponding IEP goal statements. Among conclusions noted are a substantial shift in the way in which secondary services are delivered, including a greater percentage of handicapped learners participating in reimbursable vocational education programs and mainstream occupational preparation and increased numbers of content-type goals appearing on the IEPs. (CL)

ED 263 732 EC 181 304

Sweeney, Cheryl
Team Agreement.
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Decision Making; Interdisciplinary Approach; *Learning Disabilities; *Student Placement; Teamwork

To analyze how schools place students into special education, 66 case discussions were transcribed and assessment team members interviewed. Ways in which team participants weigh statements were examined through a taxonomy of their perceptions of learning disabilities and a match of the meeting discussions to subsequent placement decisions in light of these perceptions. Transcriptions were coded for context (e.g., test scores, classroom behavior) and for form (e.g., reiteration, rephrasing, examples). Utterances were then correlated to statements selected for inclusion in the student's folder, the individual pupil assessment (IPA), and factors cited in interviews leading to group consensus over placement. Participants were asked what they attended to in the meetings. There was no correlation between speaker and inclusion of statements into the IPA nor between speaker and adoption of placement recommendations. Findings also suggested that members' extended examples prefacing a statement seemed to equalize access of the participants in discussion. It was also found that goals are formed only after placement decisions are agreed upon. The taxonomy illustrated the commonality of perceptions across professional training. (CL)

ED 263 748 FL 015 355

Duffley, Patrick J.
Les Emplois du participe present en francais et en anglais (The Use of the Present Participle in French and in English).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-156-4
PUB DATE- 85
NOTE- 123p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; Comparative Analysis; *Contrastive Linguistics; *English; *Form Classes (Languages); *French; Language Research; *Language Usage; *Tenses (Grammar); *Verbs
IDENTIFIERS- *Participles

A study of the uses of the French verb forms ending in "-ant" and the English forms ending in "-ing" begins with a discussion of the identification and classification of the various uses (substantive, adjectival, and adverbial) in each language and then compares them. The research finds that the English uses are far more varied than the French. The French form, which has one special substantive use, is found in all of the adjectival categories except that of the prepositioned attributive adjective, and has a single adverbial use. The English form is found in all the substantive and adjectival categories of usage and three adverbial categories. Additional variation is found in written versus spoken usage. It is suggested that the differences in usage between the two languages' forms may contribute to differences in images of events presented in the languages. (MSE)

ED 263 779 FL 015 401

Terdy, Dennis

"So What Do You Do in There Anyway?"

PUB DATE- 84

NOTE- 9p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Articulation (Education); *Bilingual Education; Educational Objectives; *Educational Strategies; *English (Second Language); *Learning Strategies; *Limited English Speaking; Native Language Instruction; Second Language Instruction; *Teacher Role; Teaching Methods

There is a widespread lack of understanding of what bilingual and English-as-a-second-language (ESL) instruction consist of, and the day-to-day classroom operations are not easy to explain. Both bilingual and ESL instruction have seen rapid expansion in recent years, and the instructional and curricular approaches have been refined. It has been found that rather than emphasizing only discrete language skills, ESL teachers need to provide learning strategies that will apply to the acquisition of language skills beyond the specialized bilingual or ESL program. Sources are suggested for learning strategies in oral language, reading, and writing, as well as for articulation of the specialized program with mainstream instruction. Bilingual and ESL instructors have three basic responsibilities at all levels, to: (1) know fully the methodologies and curricula of the respective fields; (2) know and teach strategies in the essential skill areas of listening, speaking, reading, and writing; and (3) know what skills students need upon exit from the instructional program. (MSE)

ED 263 794 FL 015 420

Spanish. Suggested Learner Outcomes.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- Aug 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Cultural Education; Educational Objectives; *Listening Skills; *Reading Skills; Secondary Education; Second Language Instruction; *Spanish; *Speech Skills; State Curriculum Guides; State Standards; Teaching Guides; *Writing Skills

These guidelines, designed to aid schools in developing their own curriculum and to assist teachers in planning courses, set out objectives for the four language skills--listening, speaking, reading, and writing--and for cultural education in the teaching of Spanish in secondary schools. The guidelines assume that language learning is a communicative process and that language and culture are interrelated. The introductory material outlines the philosophy of second language instruction guiding program development. Three subsequent sections suggest specific behaviors, related learning activities, and evaluation activities for each of the four language skills, and for cultural instruction at three levels. Each section also contains an inventory of linguistic structures to be included in instruction at each level. A final section summarizes the instructional goals for level four in each skill area. (MSE)

ED 263 821 HE 018 865

King, Patricia M.; Kitchener, Karen Strohm

Reflective Judgment Theory and Research: Insights into the Process of Knowing in the College Years.

PUB DATE- Mar 85
NOTE- 46p.; Paper presented at the Annual Meeting of the American College Personnel Association (Boston, MA, March 24-27, 1985). Table 1 uses small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; *Adult Development; *Cognitive Ability; College Students; Critical Thinking; *Educational Research; Higher Education; *Intellectual Development; Learning Theories; Persuasive Discourse; *Student Development
IDENTIFIERS- *Reflective Judgment Model

The reflective judgment (RJ) model is described, along with research findings based on the model and contributions to understanding student intellectual development in higher education. The RJ model (Kitchener & King, 1981) describes a series of changes that occur in the ways adults/young adults understand the process of knowing, and subsequently, become better able to evaluate knowledge claims and defend one's own point of view on controversial views. Changes or stages of development in reasoning are described in terms of seven sets of assumptions about knowledge itself and how it is acquired. The longitudinal and cross-sectional research based on the model is reviewed, with attention to the effects of age, education, verbal ability, formal operational reasoning, critical thinking, scholastic aptitude, academic major, and sex on the development of RJ. The research results support the concept of RJ. While the data show a consistent pattern of upward shifts in RJ mean scores across age/educational groups and over time, the influence of age and education has not followed a consistent, predictable pattern. Although RJ is related to verbal ability and critical thinking, it is not simply a new description of either of these constructs. The use of a structured interview to assess reflective judgment level is described. An eight-page list of references and a three-page bibliography are included. (SW)

Zacharias, Margaret King; Mathis, Claude
Computer Searches of the Literature in Higher Education.
PUB DATE- Apr 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; Higher Education; *Literature Reviews; *Online Searching; Research Methodology; *Research Tools; Search Strategies; Social Science Research; *User Satisfaction (Information)

As part of a comprehensive review and analysis of research about the division of labor in higher education, a university library computer system was used to search the ERIC Index, Sociological Abstracts, and Psychological Abstracts. The purpose of these experimental searches was to determine whether online access to computer-held social science data would improve the breadth and quality of literature available for analysis. Each database was restricted to the years 1968-80 and the English language. Final output resulted in 39 citations from Psychological Abstracts, 45 from ERIC, and 176 Sociological Abstracts; however, few were actually relevant to the research problem. Attempts to clarify the research problem by specifying such individual theoretical perspectives as self-concept and role theory did produce useful references within each theoretical perspective. Although computer methods for literature reviews can help researchers utilize large amounts of primary source material, professional networks of scholars must remain responsible for the organization of knowledge and address such issues as criteria for inclusion in databases, what retrieval methods are best, who will pay for online services, and how such services should be managed. (JB)

1983-1984 Statewide Computer Survey. Final Report.
South Carolina State Dept. of Education, Columbia.
PUB DATE- Sep 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; Computer Software; *Elementary School Teachers; Elementary Secondary Education; Graphs; *Microcomputers; Questionnaires; *School Districts; School Surveys; *Secondary School Teachers; State Surveys; *Supervisors; Tables (Data); Use Studies
IDENTIFIERS- *Computer Uses in Education; South Carolina

To establish base line information on microcomputers and their use for K-12 schools in South Carolina, the State Office of Instructional Technology of the Department of Education conducted a survey of individual schools and school districts. Two different forms were used for the survey, one requiring the principal's signature, and one requiring the superintendent's signature. In all, 1,124 schools and 92 school districts were sent survey forms. Survey questions were designed to determine the need for computer assistance and training, types of software and languages utilized, and subject areas and instructional modes for which computers were being used. A total of 1,112 school and 92 district forms were received for a 98% and 100% response rate respectively. The survey showed that: (1) school district administrators and school principals agreed on the need to highlight classroom uses and teaching techniques as the top priority for computer services from the Department of Education; (2) district staff educators were rated as 40% computer literate, while certified school faculty were rated as 14% computer literate; (3) the combined total of school district and school expenditures for computer hardware and software from 1979-84 was $9,525,561, of which 89% was expended for hardware and 11% for software; and (4) the most used software in both district offices and schools was commercially written. Survey questions and findings, including data tables, are also included. (JB)

ED 263 921 IR 051 343

Davis, Joyce; And Others
Research Paper: The Future or the Hoffman Paper. Curriculum for English 4A and 4B: College Prep English and English 12A and 12B: Life Communications.
Wayne Central School District, Ontario Center, NY.
PUB DATE- 85
NOTE- 19p.; For related document, see IR 051 342. Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 12; High Schools; Instructional Materials; *Local History; Primary Sources; *Research Papers (Students); *Resource Materials; Secondary School Curriculum; *Student Research; *Writing (Composition); Writing Instruction
IDENTIFIERS- Contests

Written for a 12th grade English program at Wayne Central High School, this curriculum project is designed to take into account the affective dynamics/processes as well as the cognitive processes integral to writing research reports. There are two alternatives for this paper which is required of all 12th graders: The Future, a library based research experience, or The Hoffman Paper, a local history research paper prepared from local historical documents and other sources. This project focuses on the use of primary source documents as well as secondary sources in the preparation of a researched report. The document includes statements of objectives and "en route objectives"; a timeline of the research stages and feelings students are likely to experience at each stage; objectives for lessons on such topics as primary and secondary sources and plagiarism; descriptions of both the Future and Hoffman papers; and instructions and evaluation guidelines for the Hoffman Foundation's Original Historical Research Essay Contest. (Author/THC)

ED 263 949 JC 850 599

Parilla, Robert E.
Gladly Would They Learn and Gladly Teach. Southern Association of Community and Junior Colleges Occasional Paper, Volume 4, Number 1.
Southern Association of Community and Junior Colleges.

PUB DATE- Jan 86
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *College Faculty; College Instruction; *Community Colleges; *Faculty Development; Job Enrichment; *Professional Development; Professional Training; Research; Research Opportunities; *Scholarship; Teacher Burnout; *Teacher Improvement; Two Year Colleges; Writing for Publication

American higher education has isolated the enterprise of basic research and relegated it to the university, while simultaneously insulating the craft of teaching from the scholarship that nourishes it by identifying certain colleges, community colleges in particular, as "teaching" institutions. From the start, community colleges have not required that their faculty conduct research or publish in subject-matter areas. In fact, the heavy teaching loads required in community colleges leave teachers without the time or perhaps even the incentive to conduct scholarly research. Few community college faculty members have been able to keep abreast of their disciplines, and they enjoy fewer opportunities than their four-year college counterparts to participate in professional activities. Consequently, faculty burnout is becoming the new academic disease, as faculty members teach from year to year without significant professional development. While there are currently many faculty development programs, most place emphasis on how to teach rather than on what to teach, affording little support for scholarly activities. Community colleges need to define a middle ground, blending subject-matter research with pedagogical scholarship, in order to promote intellectual revitalization, to engage the community as a resource, and to provide field experience for students. Such a program has been developed at Montgomery College (MC) in Maryland, where faculty receive support for activities such as writing for publication, participating in performing arts, creating an artistic work, or holding a major office in a professional organization. In this way, MC is assured of having expert teachers, who are also experts in their fields. (EJV)

ED 264 021 PS 015 499

Clark, Roberta J.; And Others
Adolescent-Infant Development: A Family-Centered Approach to Working with Teen Parents and Their High Risk Infants.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Mar 85
NOTE- 34p.; Paper presented at the Biennial Meeting of the National Training Institute (4th, Washington, DC, December 6-8, 1985). Tables 2 and 4 contain small print.
GRANT- G008303643
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Case Studies; Child Development; *Early Parenthood; Family Influence; Family Role; *High Risk Persons; *Infants; *Mothers; Pregnancy; Program Descriptions
IDENTIFIERS- *Adolescent Infant Development Program DC; *Early Intervention Programs; Psychosocial Development

Using two cases as the basis of exploration, this article discusses (1) the impact of pregnancy during adolescence on the development of the young girl and her offspring and (2) the influences of her extended family. It also explores the concept of adolescent/infant development as a means of providing comprehensive services to pregnant adolescents, adolescent parents, and their infants. The underlying premise for the concept of adolescent/infant development is that the development of both adolescents and infants must be facilitated. Important features of the model demonstration program developed at Howard University Hospital, designed to implement this premise, are that intervention with adolescent parents begins during pregnancy whenever possible and that follow-up services are provided for 3 years after the birth of the baby. Major emphases of the program includes assisting the adolescent in continuing her education, encouraging her self-sufficiency and independence, and discouraging additional pregnancies during the adolescent period. These goals are achieved by using a holistic, family-centered approach to working with the adolescent parent/infant dyad. Four tables are appended. (Author/RH)

ED 264 036 PS 015 520

Ferratier, Louis

Attitudes, Experience and Education of Illinois Elementary Principals Concerning Early Childhood Education.

Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- Jul 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *Early Childhood Education; Educational Demand; Educational Policy; Educational Supply; Elementary Education; Inservice Education; *Kindergarten; Parent Education; Policy Formation; *Principals; Private Schools; *Program Evaluation; Public Schools; School Age Day Care; School Entrance Age; *Self Evaluation (Groups); State Surveys; Teaching Experience; Tuition
IDENTIFIERS- Full Day Programs; Half Day Programs; *Illinois; Latchkey Children

This paper reports the results of a statewide survey of elementary school principals by the Illinois State Board of Education to obtain information on the status of early childhood education in Illinois public and nonpublic schools. Such information has important implications for principals developing policies and programs, for determining the certification and placement of principals in schools, and in designing and implementing preservice and inservice programs to enhance the knowledge and skills of principals. More specifically, the survey collected information about: (1) the supply and demand for early childhood education programs and services as perceived by local school officials, (2) the various types of kindergarten programs currently in operation among the public and nonpublic schools, (3) the number and types of early childhood education programs, and (4) the opinions of local school officials concerning selected early childhood education issues. Conclusions drawn indicate that large scale inservice training is needed for principals in early childhood education if the provision of such programming in the public schools is to be expanded and improved and if principals are to play an educational leadership role in the process. Extensive tables summarizing survey results and the survey form are included. (DST)

Roderick, Juanita; Jackson, Patricia

TV Viewing Habits, Family Rules, and Reading Grades of Gifted and Nongifted Middle School Students.

PUB DATE- Mar 85
NOTE- 20p.; Paper presented at the Conference for the Ohio Association for Gifted Children (March, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Elementary Education; *Elementary School Students; *Family Life; *Gifted; *Middle Schools; Psychological Characteristics; Questionnaires; Reading Achievement; Student Attitudes; Student Behavior; *Television Viewing
IDENTIFIERS- *Family Rules

The purpose of this study was to determine whether gifted and nongifted middle school students differ in TV viewing habits, family rules, TV heroes/heroines, programming preferences, violence, grades in reading, bedtime hours, out-of-school lessons and hobbies, and ownership and use of TV sets and computers. Subjects were matched pairs of 130 middle school students in grades 5, 6, 7, and 8 who ranged in age from 9 to 13 years. The 65 gifted students had been enrolled in a university-based gifted program offering classes in eight academic disciplines for four consecutive Saturday sessions. Responses to a 43-item questionnaire suggest that significant differences exist between gifted and nongifted students with respect to TV habits, family rules, grades in reading, as well as participation in out-of-school activities, including lessons of various kinds. It was found that nongifted students spent more time watching TV after school and in evenings, stay up later on school nights, and received lower grades in reading, perhaps because the nongifted had their own personal TV sets. It was further found that gifted students, in contrast to nongifted students, apparently did not engage in wishful thinking or in fantasizing about fictional or popular TV characters. It is concluded that family rules about television habits do influence school achievement and seem to affect children in their social development. (Author/RH)

ED 263 765 FL 015 385

Richmond, Kent
Prose Models and the ESL Writing Lesson.
PUB DATE- 85
NOTE- 11p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p31-40.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Connected Discourse; *English (Second Language); Models; Rhetoric; Second Language Instruction; *Writing (Composition); *Writing Instruction

The use of prose models in the English as a second language writing class has been criticized for promoting product-based rather than process-based learning. However, the process-centered approach has a number of drawbacks, and prose models can solve some of these inherent problems. Properly designed models can be an essential part of a writing class if their purpose is to show how writers with limited English proficiency can solve a communication problem in an acceptable, idiomatic, and concise way. Students can learn a little about rhetorical patterns by studying a dozen or so models, but to increase the range of content areas in which students can operate and to build up an inventory of adaptable cliches, they should be exposed to many more models. By studying a large number of models and solutions, students realize that writing is more than the application of a few simple formulas. They see the communicative value of the structures they learn and appreciate the kinds of communication problems writing can solve. (MSE)

ED 263 892 IR 011 878

Wigand, Rolf T.
Integrated Communications and Work Efficiency: Impacts on Organizational Structure and Power.
PUB DATE- May 85
NOTE- 27p.; Paper presented at the Annual Convention of the International Communication Association (Honolulu, HI, May 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; *Adoption (Ideas); *Automation; Efficiency; Information Needs; Information Networks; Information Services; Man Machine Systems; Office Machines; *Office Management; *Organizational Change; Power Structure; *Technological Advancement; Telecommunications; *Work Environment
IDENTIFIERS- *Office Automation

This paper reviews the work environment surrounding integrated office systems, synthesizes the known effects of automated office technologies, and discusses their impact on work efficiency in office environments. Particular attention is given to the effect of automated technologies on networks, workflow/processes, and organizational structure and power. Emphasis is given to structural changes due to the introduction of newer information technologies in organizations, especially the impact upon the average organization's middle ranks, which have shrunk drastically with the adoption of new methods of communication and information processing. Research projects are listed by author(s) and date together with a brief statement of the work efficiency impacts found by each study, and conclusions suggest that organizations do not achieve and maintain effectiveness by technology alone. It is recommended that integrated information technology be applied creatively to change the way organizations carry out their activities and use technology to their own competitive advantage. A list of references completes the document. (JB)

ED 264 107 SE 046 267

Table Salt from Seawater (Solar Evaporation). What We Take from Our Environment. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Science Education Center.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).

REPORT NO.- ISBN-971-135-046-7

PUB DATE- Apr 82

NOTE- 30p.; For other documents in this series see SE 046 255-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.15).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Foreign Countries; Industry; Learning Activities; *Minerals; *Oceanography; Science Education; Secondary Education; *Secondary School Science; *Solar Energy; Water

IDENTIFIERS- Evaporation; *Philippines; *Salt Production; Salts

This module discusses methods of obtaining table salt from seawater. Topic areas considered include: (1) obtaining salt by solar evaporation of seawater in holes; (2) obtaining salt by boiling seawater in pots; (3) how table salt is obtained from seawater in the Philippines; and (4) methods of making salt by solar evaporation of seawater in the Philippines (such as using concrete ponds, polyethylene ponds, and bamboo rafts). Procedures (accompanied by illustrative diagrams) for using these methods are included. The method selected depends on the available materials, capital, and place for solar evaporation. (JN)

ED 263 733 EC 181 305

Chan, Sam

A Model of Parent Education/Training for Asian Populations.

PUB DATE- May 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Asian Americans; *Cultural Differences; Curriculum Development; *Developmental Disabilities; *Limited English Speaking; *Models; *Parent Education; Program Effectiveness

The Asian and Hispanic Parent Education/Training (PET) Project (California) was designed to develop and implement a parent education model for non- and limited-English speaking, Chinese, Korean, and Spanish-speaking parents with young developmentally disabled children. The PET model featured recruitment and training of bilingual/bicultural training coordinators and parent facilitators, outreach and needs assessment via home visits and parent questionnaires, and curriculum focusing on straightforward, practical information. Curricula featured such topics as medical and genetic aspects of developmental disabilities, behavior management, and legal rights and responsibilities. Evaluation results revealed that parent facilitators increased their skills, parents and staff reported specific individual behavioral changes, and groups grew in group cohesiveness, collective problem solving, and emotional support. Participants were consistently positive in their feedback about the program. Additional project accomplishments include development of curriculum materials in Asian languages and strengthened interagency/organization networks throughout the state. (CL)

ED 263 808 HE 018 850

Jones, Helen
Nothing Seemed Impossible: Women's Education and Social Change in South Australia, 1875-1915.
REPORT NO.- ISBN-0-7022-1934-7
PUB DATE- 3 Sep 85
NOTE- 259p.
AVAILABLE FROM- University of Queensland Press, 5 South Union Street, Lawrence, MA 01843 ($37.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Educational History; Elementary Secondary Education; *Females; *Foreign Countries; Higher Education; Leadership; *Political Issues; Private Schools; Public Schools; Sex Role; *Social Change; Unions; Voting Rights; *Womens Education
IDENTIFIERS- *Australia

The formal and noninstitutional education of women in South Australia during 1875-1915 is discussed. Attention is directed to educational developments that took place in both the classroom and the wider society, including the establishment of women's trade unions, an innovative female cooperative clothing factory, heightened political awareness among women, and their early enfranchisement. The diversity of women's formal education is examined, ranging over the state primary schools, the Advanced School for Girls, the University of Adelaide, and selected private schools, with emphasis on Tormore House School. Women of varied backgrounds participated in struggles for legislative and economic change, notably Catherine Helen Spence, Mary Lee, and Augusta Zadow. Womens education has also been influenced by British practices and limitations imposed by the the South Australian geographic and economic environment. The state's attitude to women's education was ambivalent, for South Australian legislators saw women in two roles: preparing girls to be future wives and mothers, and encouraging women's higher education. Both state and private girls' schools proved important in trasmitting ideals and attitudes. (SW)

ED 263 836 HE 018 883

Racki, Joan; Reece, Joanne
Financing Higher Education Facility Needs in Idaho.
PUB DATE- Apr 85
NOTE- 55p.
AVAILABLE FROM- University of Idaho, Department of Facility Planning, Moscow, ID 83843.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Campus Planning; *Capital Outlay (for Fixed Assets); *College Buildings; *College Housing; Dormitories; Educational Facilities; *Financial Support; Higher Education; Loan Repayment; Private Financial Support; School Space; State Aid; State Colleges
IDENTIFIERS- Boise State University ID; Debt (Financial); *Idaho; Idaho State University; Lewis Clark State College ID; *Public Colleges; University of Idaho

Information on physical facilities of Idaho state colleges and universities and facility financing options for the State Board of Education is presented. While attention is focused on Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, some of the options may be applicable to other state-supported institutions. For the four colleges, data are provided on gross square feet (GSF) and 1984 replacement value for three types of campus space: academic, auxiliary enterprise, and residences. In addition, a space inventory provides information for specific buildings on more than a dozen campuses, including the building function, construction date, GSF, replacement cost, and source of funds. Information is also provided on the outstanding building indebtedness for each of the campuses as of July 1, 1984. Included are the date the debt was initially incurred, source of funding for repayment, year when debt will be retired, and amount of original indebtedness. Also covered are student fees dedicated to cover costs of indebtedness for facilities construction at the four schools, and projected future facility needs. Methods used to finance the construction or remodeling of academic facilities in each of the 50 states are also identified. (SW)

Reitenour, Steve
Music, Higher Education, and Technology. Annotated Bibliography.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *College Instruction; *Computer Assisted Instruction; Computer Software; Higher Education; Information Sources; *Microcomputers; *Music Education; *Music Teachers

An annotated bibliography on music, higher education, and technology includes 27 journal articles and 6 books, most dated 1980 or later. The following topics are covered: resource groups with expertise in the music educational application of computers, manufacturers dealing with educational technology products, information on the National Consortium for Computer-Based Music Instruction, information on computer software available for music educators to use in the classroom, advantages/disadvantages of using the Synclavier II as a teaching device, the Graded Units for Interactive Dictation Operations system (a computer-based ear-training and music theory program), a classroom simulator used to train music teachers about the problems of performance preparation, information on the development of computer-assisted instruction (CAI) since the late 1960s, the importance of computer literacy by music teachers, the application of CAI at nine National Association of Schools of Music institutions, research applications in music CAI, the use of computer technology to the nontechnical music educator, an update on synthesizers, alternatives to CAI, teacher training and high technology, microcomputer-based music teaching, televised music instruction, programmed teaching, and electronic music for young people. (SW)

ED 263 864 HE 018 915

Zurhellen, Henry S.
The Role of the Federal Government in Higher Education.
PUB DATE- Nov 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Atlanta, GA, November 9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational History; Federal Aid; *Federal Government; *Financial Support; *Government Role; *Government School Relationship; *Higher Education; Private Colleges; *Public Policy; State Colleges

The federal government's involvement in higher education is discussed, and the part that the national government has played in American history since colonial days is briefly traced. Four major points are made about developments before World War II: (1) the federal government exercised some role in higher education since the earliest days and has a constitutional right to act in this field; (2) the government's activities have centered on meeting identifiable national needs; (3) the accepted definition of such needs has been broadened over the years; and (4) federal activities have touched both public (state) and private (religious and secular) institutions. After World War II, important developments were: federal aid to provide returning veterans with education and training for civilian jobs; federal support for basic research; aid directed to the construction of campus buildings; programs giving tuition and subsistence aid to needy students, including work-study grants, direct grants, and student loans; programs to help upgrade the teaching skills of teachers; and the integration of all-white state universities. It is concluded that there is no clearly established commonly accepted set of goals for higher education, and therefore no effective federal role can be defined. (SW)

ED 263 936 JC 850 580

Martens, Freda R. H.
Governance of the State University of New York Community Colleges. SUNY Community College Topical Paper, Number 2.
State Univ. of New York, Albany. Office for Community Colleges.
PUB DATE- Nov 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Administration; College Governing Councils; *Community Colleges; *Governance; Governing Boards; Government School Relationship; *Institutional Autonomy; Postsecondary Education; State Universities; Statewide Planning; Student Government; Trustees; Two Year Colleges
IDENTIFIERS- *State University of New York

A discussion is provided of the state and local components of the governance structure of the community colleges of the State University of New York (SUNY). First, a historical overview is presented of the legal foundations of the existing combination of SUNY and local community college governance, starting with the 1948 legislative actions that created SUNY and the community colleges and concluding with the "Code of Standards and Procedures for the Administration and Operation of the Community Colleges under the Program of State University of New York." Next, the paper examines SUNY's role in coordinating overall policies, financial matters, curriculum review and development, and statewide master planning, as well as in coordinating the shared duties and responsibilities of SUNY and local community college trustees. Next, the role of local government sponsors in financial support and decision making is described. The next section provides information on the community colleges' local boards of trustees, their composition, and legal rights and responsibilities. The following sections outline the roles, rights, and responsibilities of the college president, faculty, and students in governance. Concluding comments highlight the fine balance of state and local control that is evident in the governance of SUNY's community college system, and point out the variability of the internal governance structures of the individual colleges. A description of the functioning of Genesee Community College's governance arrangements is appended to illustrate one of the more traditional structures. A three-page section of notes is included. (EJV)

ED 263 964 JC 860 012

Cloutier, Lucinda Robinson

Adult and Continuing Education Unit Self-Evaluation: Annual Report, 1984-1985.

Gateway Technical Inst., Kenosha, WI. Research and Planning Services.

PUB DATE- Aug 85
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; *Adult Education; *Adult Students; Community Colleges; *Continuing Education; Economic Development; Enrollment; Evaluation Methods; Program Evaluation; School Business Relationship; Self Evaluation (Groups); *Student Attitudes; Student Characteristics; *Teacher Attitudes; Two Year Colleges

For the 1984-85 annual evaluation of the Adult and Continuing Education (ACE) Program, Gateway Technical Institute (GTI) elected to use the self-evaluation model developed by the Wisconsin state ACE Task Force. Students, instructors, administrators, program coordinators, and advisory committee members were surveyed to identify program strengths and the concerns of each group. Study findings, based on responses from 45.4% of the students (N=303), 69.9% of the instructors (N=51), 93.3% of the administrators (N=28), and 60.9% of the advisory committee members (N=28), included the following: (1) strengths identified by students and instructors were found among instruction and curriculum indicators; (2) administrators cited the sexual fairness of district publications, accessibility of programs and courses, and the ability to reach special groups as program strengths; (3) student concerns were concentrated on facilities, the registration process, and the adequacy of course selection; (4) instructors indicated emergency preparation, course content consultation, and supervisor evaluation as their concerns; and (5) administrators were concerned primarily with the lack of an ACE marketing plan. In addition to the self-study, the ACE's annual evaluation looked at economic development activities and direct services to business and industry, as well as at traditional evaluation criteria of student demographics, course offerings, and enrollments. Data tables and the survey instruments are included. (EJV)

ED 263 978 PS 015 400

Kindergarten Curriculum and Welcome to Kindergarten: A Handbook for Children and Their Parents.

Bellingham Public Schools, WA.

PUB DATE- 84
NOTE- 205p.; A copyrighted 6-page journal article reprint has been removed from the original document.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Course Content; *Curriculum Development; *Elementary School Curriculum; Instructional Materials; *Kindergarten; Learning Centers (Classroom); Parent Teacher Conferences; *Parent Teacher Cooperation; Planning; Primary Education; *Scheduling; *Teacher Orientation
IDENTIFIERS- *Washington (Bellingham)

Designed with the new teacher in mind, this kindergarten curriculum guide begins Part I with a statement of beliefs and goals guiding educational practice and lists needs and characteristics of kindergarten children. Part II focuses on preparing for the school year and offers information to help teachers become oriented to unfamiliar school buildings; conduct inventory of classroom equipment and materials; manage the classroom environment; organize the classroom and schedule the school day; prepare for opening day; conduct orientation experiences for kindergarten children; and further communication between home and school. Part III concerns instruction. Strategies for instruction and the importance of play are discussed prior to descriptions of kindergarten curriculum areas. Focus of instruction, learning objectives for students, and appropriate activities are provided for seven areas of instruction: language arts, social studies, mathematics, science, art, music, and physical education. Concluding materials concern the organization and implementation of instruction. Described are learning centers and the theme approach to presenting units of study. A model theme which can be adapted for classroom use and serve as a format for developing other themes is offered. The Bellingham Public Schools' handbook welcoming children and their parents to kindergarten is included. (RH)

ED 263 992 PS 015 442

Scheuerl, Hans

Some Phenomenological Aspects of Play.

PUB DATE- Sep 85
NOTE- 8p.; Paper presented at the International Symposium of the Netherlands Organization for Postgraduate Education in the Social Sciences (Amsterdam, Netherlands, September 12-14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Definitions; *Play; *Theories
IDENTIFIERS- *Conceptual Analysis; Phenomenological Research

Play and games are happening-units or behavior-sets of a relatively closed character in space and time. They are distant to the needs and the reality of usual life and follow internal rules. Any game or instance of play requires freedom from external restraints and pressures. Freedom from external restraints and seeking for inner tensions form a first polarity of characteristics in play; in every instance of play a balance must be found between them. The attraction of play and games secondly depends on the fact that their course cannot be predicted with certainty. In play, a balance must be found between the relatively closed character of a play-unit and its inner openness into uncertainty and suspense. A third characteristic of playing movements is founded in their peculiar time-structure: they do not struggle primarily for future and other aims, but find their performance in presence. A balance must be found by players and spectators between the transitoriness of the moment and the infinity of playful fascinations. Finally, play and playing movements are distant from "real life" in being fulfilled on a figurative or symbolic level. Performance and enjoyment of play requires a balance, however unstable, between reality and appearance. (Implications for anthropological study and educational importance of play are briefly discussed.) (RH)

Dennis-Small, Lucretia
Automated Performance Tracking and Productivity Improvement Project. Annual Report: Innovations in Protective Services.
Texas State Dept. of Human Resources, Austin.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, D.C.
PUB DATE- 30 Sep 85
NOTE- 40p.; For related documents, see PS 015 465-470.
GRANT- OHDS-06C23-09
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Automation; Caseworker Approach; Competency Based Education; *Compliance (Legal); *Computer Oriented Programs; Flow Charts; *Management Development; *Performance Factors; *Productivity; Program Evaluation; State Standards
IDENTIFIERS- *Automated Monitoring; Case Reading Guides; Casework Evaluation; *Child Protective Service; Texas

Findings are reported of a process evaluation of the Automated Performance Tracking and Productivity Improvement Project, a project developed to enhance the productivity and efficiency of child protective services (CPS) staff and to enable Region 10 of the Texas Department of Human Services to better meet federal and state performance guidelines. Described are the methods used to establish the automated system for measuring productivity and the techniques used to train managerial staff in solving problems that might be identified when the system is fully operational. Once developed, the system will serve as a mechanism to track individual and regional achievement of statewide performance standards and work load measures and to assist in identifying areas where corrective action is needed. Appendices contain: the newly developed set of uniform personnel tasks and standards; the case reading guides used to judge case compliance with federal regulations; a flowchart of the automated tracking system; and samples of the system's computer-generated reports. (RH)

ED 264 064 RC 015 542

Cochrane, Jean
The One-Room School in Canada.
REPORT NO.- ISBN-0-88902-380-8
PUB DATE- 81
NOTE- 169p.; Document contains some photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Historical Materials (060) Books (010)
DESCRIPTORS- Community Involvement; Educational Change; *Educational History; Elementary Secondary Education; Foreign Countries; *One Teacher Schools; *Rural Education; School Activities; School Administration; School Buildings; School Community Relationship; *School Role; *Small Schools; Student Characteristics; Teacher Role; Textbooks
IDENTIFIERS- *Canada

A unique collection of photographs and personal letters, journals and diaries, newspaper clippings, official reports, readers and textbooks, mail-order catalogues, architectural plans and diagrams recreate the flavor of the Canadian one-room school and the rural communities it served from the 1840's to 1960's. The emphasis is on the human dimension--on the memories, bitter and sweet, of the people who experienced the one-room school as teacher or student, inspector or public health nurse, parent or trustee. The smell of chalk dust and wet mittens, the crackle of the wood fire on a crisp winter morning, the drone of flies in summer's dusty heat all come to life. Chapters are devoted to school construction and furnishings, including the wood-burning stove; the life of country children who often trudged miles to school through snow, dust, or mud, when they could be spared from work on the farm; a typical day in the rural school; readers and textbooks; the Christmas concert; the schoolyard with its playground, outhouses, wood pile, gardens, and horse barn; the influence of inspectors and the school nurse; the role and status of the rural teacher; responsibilities of the trustees; and the decline and disappearance of the one-room system. (NEC)

ED 264 078 RC 015 568

Graham, DeDe
Migrant Education and the Upward Social Mobility of Migrant Students.
Snyder Public Schools, OK.

PUB DATE- 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Attainment; Elementary Secondary Education; Mexican Americans; *Migrant Education; *Migrant Programs; Migrants; *Occupational Aspiration; Parent Attitudes; Questionnaires; *Social Mobility; *Socioeconomic Background; Student Attitudes; Teacher Attitudes
IDENTIFIERS- Impact; *Oklahoma (Snyder)

Findings from interviews with 10 migrant parents, 10 migrant students, 4 regular teachers, 2 migrant teachers, and 2 migrant aides indicate that the Migrant Education Program has a positive effect on the upward social mobility of migrant students in Snyder, Oklahoma, a farming/ranching community of 2,500 with a migrant student enrollment comprising from 5% to 28% of the student population from 1974 to 1984. Evidence suggests that adequate school resources, a hospitable school climate, and sensitivity of school staff to migrant students' background characteristics may be critical in optimizing their school achievement. The interviews document that migrant students surpassed the educational levels of their parents and projected higher incomes and occupational levels than their parents. Parents appeared to emphasize and encourage acculturation of their children into the mainstream of society, with 80% indicating they did not desire a bilingual instructional program. Migrant teachers' educational expectations for migrant students were consistently higher than those of regular teachers. This higher level of expectation could be based on closer interaction with students, smaller classes, individualized instruction, extensive contact with parents, awareness of migrant students' background characteristics, and/or a special empathy and rapport with these students. (NEC)

ED 264 092 SE 046 243

NASA Initiatives with Historically Black Colleges & Universities.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- EP-210
PUB DATE- 85
NOTE- 60p.; Photographs may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Aerospace Technology; *Black Colleges; Engineering Education; Higher Education; Research and Development; *Research and Development Centers; *Research Projects; Science Education; Secondary School Science; *Space Sciences; *Technological Advancement; Technology
IDENTIFIERS- *National Aeronautics and Space Administration

This publication outlines the involvement of the National Aeronautics and Space Administration (NASA) with Historically Black Colleges and Universities (HBCU) programs in aeronautics and space research. NASA aims to assist HBCUs in science, engineering, and technology programs and also to encourage greater participation of minorities in its educational services and research. Contents of this brochure include: (1) NASA's mission, installations and HBCUs (highlighting the major program responsibilities of each of NASA's installations); (2) guidance for proposal submission (recommending an organizational structure and format); (3) student educational and research opportunities (explaining cooperative educational and graduate student researchers programs); (4) faculty opportunities (describing summer fellowships, resident research associateships and the intergovernmental mobility program); and (5) NASA educational services (including the services of the spacemobile, Explorer's program, Math Counts, community involvement programs, mini-courses and workshops for teachers, as well as speakers bureau and publications). A bibliography concerning NASA's research interests, organizational structure, and administrative requirements is also provided. An appended insert lists the HBCU research and training projects held at NASA centers. Projects from 18 colleges and universities are itemized for fiscal year 1984, indicating to prospective proposers the nature of the efforts, funding levels, and student involvement. (ML)

ED 263 718 EC 180 988

Lopez, Gil
A Teacher Training Program for the Management of Hyperactive Children.
PUB DATE- 84
NOTE- 49p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Practicum Papers (043)
DESCRIPTOPS- *Hyperactivity; *Inservice Teacher Education; *Knowledge Level; Program Effectiveness; *Teacher Attitudes; *Teacher Workshops

The practicum was designed to determine if teachers' skills in the area of hyperactivity management could be significantly increased by providing a series of in-service training workshops. The training program was aimed at increasing knowledge about the causes of, and programs associated with, hyperactivity, and also at promoting feelings of competence on the part of the teachers in managing these students in the classrooms. A series of six workshops were implemented in a parochial school over a period of 3 months. Two teachers in each grade (1-8) and several special subjects teachers attended the bimonthly workshops. Results of the workshops indicated a significant increase in the terms of knowledge and perceived level of competence and increased skills in the area of hyperactivitiy management on the part of the teachers. At least 80% of the participants reported feeling more capable of handling hyperactive students and 90% indicated that they were more aware of the needs and problems of these children. Project needs assessment and evaluation forms are appended. (CL)

ED 263 749 FL 015 356

Beniak, Edouard; And Others

Contact des Langues et Changement Linguistique: Etude Sociolinguistique du Francais Parle a Welland (Ontario) (Language Contact and Language Change: A Sociolinguistic Study of the French Spoken in Welland (Ontario)).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.

REPORT NO.- ISBN-2-89219-155-6
PUB DATE- 85
NOTE- 117p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Adults; Case Studies; Descriptive Linguistics; Foreign Countries; *French; Interviews; Language Research; *Language Variation; *Linguistic Borrowing; Morphology (Languages); Native Speakers; Phonology; *Regional Dialects; Sociolinguistics
IDENTIFIERS- *French (Canadian); *Language Contact; Ontario (Welland)

A descriptive study to be undertaken on the effects of contact between English and Quebec French in the French-speaking community of Welland in Ontario is also presented as a study of the "Ontarianization" of Canadian French. The first chapter summarizes previous studies of Ontario French and poses some of the salient research questions about the evolution of this and other minority languages. The second chapter presents a sociohistory and a sociolinguistic profile of the Welland French-speaking community, focusing on its establishment, its battle for the survival of its language and culture, and the characteristics of the community that relate to the varieties of French spoken there. The third chapter describes the language corpus used for the study, and the final chapter outlines the research to be undertaken. The interview questions to be used with adults and adolescents are appended. (MSE)

German, Patricia; Perkins, Kyle

Cloze Residual Gain: A Procedure for Measuring Information Gain in ESL Reading Comprehension.

PUB DATE- 84
NOTE- 11p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Gains; *Cloze Procedure; College Students; Educational Research; *English (Second Language); Foreign Students; Higher Education; *Measurement Techniques; *Reading Comprehension; Research Methodology; Second Language Instruction; Statistical Analysis; *Test Interpretation

This study used the residual gain statistic in reading comprehension research in English as a second language to assess individual differences in improvement accruing from learning and training. The subjects were 34 foreign college students with a variety of native languages. A 35-item cloze test with every eighth word eliminated, but with the first and last sentences unmutilated, was administered in two linguistics class sections. A week later, students were given the passage intact and allowed to study it. The test was then readministered. A standard reading comprehension test was used as a criterion measure. Half the subjects' performance was higher than predicted on the basis of pretest scores, and half the subjects' performance was lower than predicted, an unanticipated result. However, the technique did allow a partitioning of prior knowledge from that acquired by reading, and the results identified superior and inferior "improvers" for further research on the speed and quality of learning in reading. (MSE)

ED 263 795 HE 018 827

Joint Statement on Transfer and Award of Academic Credit.
Self-Regulation Initiatives: Guidelines for Colleges and
Universities, No. 4.

American Council on Education, Washington, D.C.

PUB DATE- Jan 80
NOTE- 5p.
AVAILABLE FROM- Office on Self-Regulation Initiatives, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free with self-addressed, stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Accreditation (Institutions); *College Credits; College Transfer Students; Comparative Analysis; *Educational Quality; *Evaluation Criteria; Guidelines; Higher Education; Position Papers; *Transfer Policy
IDENTIFIERS- *Self Regulation

Guidelines for colleges concerning policies and practices for transfer and award of credit are offered in a joint statement by the American Association of Collegiate Registrars and Admissions Officers, the American Council on Education, and the Council on Postsecondary Accreditation. Three considerations regarding transfer of credit from one institution to another are identified: (1) the educational quality of the school from which the student transfers; (2) the comparability of the nature, content, and level of credit earned to that offered by the receiving school; and (3) the appropriateness and applicability of the credit earned to the programs offered by the receiving school, in light of the student's educational goals. Accreditation speaks primarily to the first of these considerations, serving as the basic indicator that an institution meets certain minimum standards. At some colleges, there may be differences between the acceptance of credit for admission purposes and the applicability of credit for degree purposes. Transfer-of-credit policies should also encompass educational accomplishment attained in extra-institutional settings. Transfer of credit from foreign institutions and unaccredited institutions is also addressed. (SW)

ED 263 822 HE 018 866

Hahn, Robert; Mohrman, Kathryn
What Do Managers Need to Know?
PUB DATE- Oct 85
NOTE- 6p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Administrator Attitudes; *Administrator Education; Administrators; *College Programs; Educational Objectives; *Education Work Relationship; Higher Education; Industrial Training; Inplant Programs; *Management Development; *Professional Continuing Education; Undergraduate Study
IDENTIFIERS- *Corporate Education

The knowledge and skills needed by managers are considered, as well as the relationship between undergraduate study and continuing management education. Because of industry's dissatisfaction with the general preparation provided by colleges, business and industry managers were surveyed about the learning goals of the management-training programs they provide for employees. A total of 116 training directors, personnel managers, and executives at 98 firms rated the importance of learning goals for in-house management education programs. The human resource managers in industry valued interpersonal and affective abilities far above the acquisition of cognitive skills and broad knowledge in subject areas considered fundamental to a liberal education. They suggest that many of higher education's objectives are of little use in preparing graduates to be effective managers. (A second study of 51 executives had similar findings.) Personal choices of managers when they participate in education and training programs were also determined. Based on a federal 1981 Survey of Participation in Adult Education, a subset of managers who were part-time students was also analyzed to determine the types of courses they pursued. Recommendations for colleges include providing students more active learning and opportunities for oral communication. (SW)

ED 263 878 IR 011 863

Gleason, Gerald T.; Reed, Timothy
Computers in the Schools: How Will Educators Cope with the Revolution?
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Adoption (Ideas); Change Strategies; Educational Change; Futures (of Society); Instructional Innovation; Interviews; *Microcomputers; *Organizational Change; Research Methodology; School Districts; School Surveys; *Use Studies
IDENTIFIERS- *Computer Uses in Education; Wisconsin

A study was implemented to conduct a long-range observation and analysis of the process by which computers are channeled into educational practice. Data collection involved a structured interview with knowledgeable representatives of 35 school districts in Wisconsin. Participating schools were selected randomly and stratified by size. Questions in the interview focused on the status of a district's computer activity to date, including: types of hardware and software available, inservice training activities, district policy statements, and roles of school boards and parent-citizen groups. Results indicate all districts but one utilized computers during 1982-83; the number of computers available ranged from one in a small district to 232 in a large district. When analyzed on a computer/student ratio, there was a range of 1/28 to 1/412, and a mean ratio of 1/156; Apple is the overwhelming choice of schools; and most computers were located either in classrooms (83%), the library (51%), or a computer laboratory (54%): virtually all districts reported multiple placement. Only 10 of 35 school boards had taken any official action concerning computers in their system; however, 80% of the districts had provided inservice training activities during 1982-83. Lack of funds was most often cited as a limitation to implementation efforts and few school districts had any hard data on student home access to computers. A summary, recommendations, and references complete the document. (JB)

ED 263 908 IR 011 897

Rojas, Alicia M.

When to Adapt Materials and When to Initiate Fresh Instructional Development.

PUB DATE- 22 Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the National Society for Performance and Instruction (Chicago, IL, April 21-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adults; Comparative Analysis; *Cross Cultural Studies; Developing Nations; *Evaluation Methods; *Formative Evaluation; *Instructional Development; Instructional Material Evaluation; *Media Adaptation; Problem Solving; Professional Personnel; *Student Attitudes
IDENTIFIERS- Brazil; United States

A study was conducted to examine the procedures and requirements of a formative evaluation when it is carried out for instructional materials that have been designed for a U.S. target audience, but which also have potential use by a population of another country, e.g., Brazil. The study concentrated on determining whether different formative evaluation procedures should be implemented, and, if so, identifying possible additional procedures to be carried out during evaluation. Two sample populations were used in the study: 49 U.S. and 49 Brazilian learners who were professionals in similar areas of expertise and training. The two groups were given an instructional module on problem solving which was produced in two languages, Portuguese and English. This performance on the module which contained a pretest, a posttest and an attitude questionnaire, was compared under three conditions: one-to-one, small group, and field trial evaluations. The two main dependent variables assessed were the characteristics of the feedback and the revision decisions. Findings indicated that: (1) the same evaluation procedures used to collect data to revise instructional materials designed for audiences that differ in cultural traits or values can be applied to that effect; (2) a carefully performed one-to-one evaluation that provides substantial data for modification of the instructional materials and small group evaluation may not be required; and (3) two extra procedures might prove useful: after initial translation to the required language, a second translation back to the original language to determine any improperly translated words, and material revision by evaluators prior to implementation to discover any cultural inadequacies. A list of references is appended. (JB)

ED 263 922 IR 051 351

Lane, Margaret T., Comp.
A Guide to the Documents on Documents Collection, 1980-1983.
American Library Association, Chicago, Ill. Government Documents Round Table.

PUB DATE- 10 Oct 85
NOTE- 37p.; For the 1973-1979 guide and collection, see ED 247 939-940; for the 1980-1983 collection, see IR 051 352.
AVAILABLE FROM- Margaret T. Lane, Lane, Fertitta, Lane & Tullos, P.O. Box 3335, Baton Rouge, LA 70821 ($3.00 prepaid).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Depository Libraries; *Government Publications; Library Administration; Library Collections; Library Guides; *Reference Materials; *State Government; State Legislation; State Libraries; State Programs
IDENTIFIERS- *Library Procedures

This user's guide to the "Documents on Documents Collection" describes 166 documents gathered during 1980-1983. The collection includes documents produced by the various state document distribution centers (usually the state library), for use by administrators of depository programs, state employees, documents librarians, and government planners and researchers. The guide and collection, when used together, are intended to help increase the use of state government publications. The guide has two major sections: the first arranges the items by state and then by category, and the second arranges the same entries first by broad category and then by state. The categories include: (1) bibliographies of bibliographies and reference tools; (2) letters of transmittal and commentaries; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists, lists of depository libraries, and lists of advisory councils; (8) manuals; (9) procedural guidelines; (10) promotional materials; (11) selection lists and basic or core lists; (12) shipping lists; and (13) studies, surveys, workshops, and miscellaneous. Definitions and cross-references are provided for each category. An index to the individual authors and distinctive titles complete the guide. (Author/THC)

ED 263 950 JC 850 600

Smith, Alan D.

Statistical Comparison of Gender Differences and Stopouts/Dropouts in the Two-Year Colleges.

PUB DATE- 79

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; Age; Community Colleges; Comparative Analysis; *Dropouts; Females; Males; *Nontraditional Students; *Sex Differences; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *University of Akron OH

In 1978-79, a study was conducted of students enrolled in the Community and Technical College at the University of Akron to test for discriminative relations between male and female students, nontraditional (25 years of age and older) and traditional students, and persisters and nonpersisters. A questionnaire distributed to students who were enrolled in fall 1978, and either returned or failed to return for the spring 1979 semester, yielded response rates of 21% for nonpersisters and 28% for persisters. Study findings included the following: (1) 90.1% of the nonpersisting traditional students were seeking an associate degree, compared to 72.5% of the nontraditional students; (2) in comparison to traditional-aged persisters, nontraditional persisters tended to be more satisfied with the university, enrolled more often in evening classes and on a part-time basis, enrolled for less hours, and lived closer to the school; and (3) respondents had higher achievement test scores and high school grade point averages, and enrolled for more course work than nonrespondents. A three-page reference list and extensive data tables are appended. (LAL)

ED 264 022 PS 015 500

Bry, Thea

Liaison Problems among Infant Psychiatry, Psychology, Pediatrics, Nursing, and Social Work in Infant Mental Health Care.

PUB DATE- Nov 85
NOTE- 19p.; Paper presented at the Biennial Meeting of the National Center for Clinical Infant Programs' National Training Institute (4th, Washington, DC, December 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Community Health Services; Conflict Resolution; *Coordination; *Health Personnel; High Risk Persons; *Infants; *Mental Health; Neonates; Nurses; Organizational Change; Parent Child Relationship; Physicians; Psychologists; Social Support Groups; Social Workers
IDENTIFIERS- New Jersey (Newark)

Discussed are attempts made by staff at the Community Mental Health Center of the New Jersey School of Medicine to develop an ongoing working relationship with pediatric neonatologists, house staff, and nursing staff in order to promote their attunement to mental health needs and obtain access to their expertise. After a description of the center and the dimensions of infant mental health care, the document provides examples of cooperation in clinical work and ways of building liaison and overcoming conflict. Building the working relationship is a complex process in which all sides try to balance the common interests in tasks, school, and clientele against the special interests of departmental, professional, and individual success and recognition. Cooperation in this process appears possible only by making continued helpful nonpartisan contributions and by displaying genuine openness in communications, in the hope that these efforts will be reciprocated. (RH)

ED 264 037   PS 015 521

Ferratier, Louis
Early Childhood Education Programs in Illinois Schools.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Jul 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Communications; Day Care; *Early Childhood Education; Educational Experience; Educational Practices; Incidence; *Kindergarten; Preschool Education; *Private Schools; Program Descriptions; *Public Schools; Questionnaires; Screening Tests; State Surveys; Tables (Data)
IDENTIFIERS- *Illinois; Latchkey Children; Project Head Start

A survey instrument was developed to obtain baseline data about early childhood education (ECE) programs within the public and nonpublic schools of Illinois. Information gathered concerned (1) perceptions of elementary school officials about the relative demand for and supply of ECE programs and services; (2) numbers and kinds of ECE programs and services currently in operation within the public and nonpublic schools; and (3) numbers and types of kindergarten programs in operation, the curriculum focus of these programs, the extent to which schools conducted kindergarten screening, the purposes and instruments used in such processes, and information about kindergarten curriculum modification. Appended are the survey instrument and a list of screening instruments reported by survey respondents (including the number of schools reporting use of each screening instrument). (RH)

ED 264 051 RC 015 480

Enochs, Larry G.
Rural Science Education: A Model for Improvement.
Kansas State Univ., Manhattan. Coll. of Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- Oct 85
NOTE- 35p.; Paper presented at the Conference of the National Rural Education Association (77th, Cedar Rapids, IA, October 12-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Educational Needs; Elementary School Science; Elementary Secondary Education; Improvement Programs; *Inservice Teacher Education; Instructional Improvement; *Leadership Training; Professional Continuing Education; Program Descriptions; Program Implementation; *Rural Education; Rural Schools; Science Instruction; *Science Teachers; Summer Science Programs; *Teacher Improvement; Teacher Role
IDENTIFIERS- *Kansas

To meet the need for improved science instruction in rural schools, a project to identify, honor, and provide training for outstanding rural science teachers in grades 6-9 was designed cooperatively by the National Science Foundation, Kansas State University, Kansas Cosmosphere and Discovery Center, and rural school districts. In order to create a pool of excellent teachers with the ability and skills to help other rural science teachers, the project provided training in science content, methodology, leadership, and staff development. Participants were selected from 141 districts in rural Kansas. Instructional activities were conducted during a 2-week summer period. One week--spent at the Cosmosphere--focused on space science and technology, and 1 week--spent at Kansas State University--focused on science education and staff development. This paper includes discussion of project evaluation and follow-up activities planned or underway. A summary of project needs, objectives, and activities is provided along with criteria for participant selection. Appendices contain a needs assessment survey conducted with participants, participant application form, and guidelines for an action plan that each participant developed to implement changes in science instruction at the local level. The 4-step plan covers evaluating science teaching situations, school and district organization, evaluating proposed changes, and factors in implementing change. (JHZ)

ED 264 108 SE 046 268

Goodbye, Waste! What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Science Education Center.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
REPORT NO.- ISBN-971-135-050-5
PUB DATE- Dec 83
NOTE- 33p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Environmental Education; Foreign Countries; Intermediate Grades; Learning Activities; Science Education; *Secondary School Science; *Waste Disposal; *Wastes
IDENTIFIERS- *Composting; *Philippines

This module: (1) discusses the need for disposing of waste safely; (2) provides information and activities on wet and dry wastes; and (3) shows how to prepare, maintain, and study a fertilizer basket (in which fertilizer is made from wet waste). Information on the biology of the basket (including role of bacteria and fungi in the decay process) is included. The module concludes with a two-part test (with answers). (JN)

ED 263 766 FL 015 386

Hall, June-Ellen
Cross-Peer Tutoring for Special Reading and ESL Students.
PUB DATE- 85
NOTE- 12p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p41-51.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *English (Second Language); *Individualized Instruction; Limited English Speaking; *Peer Teaching; *Program Effectiveness; Second Language Instruction; Self Concept; *Student Attitudes; Student Responsibility; *Tutorial Programs; Underachievement

Cross-peer tutoring in English as a second language, in which an under-achieving native English-speaking student tutors a limited-English-speaking student, focuses on learning as a cooperative undertaking and addresses both the process and the outcome of learning. In one such project, student tutors were chosen according to their characteristics of using helping behaviors, ability to be well-liked, desire to tutor, completion of their own classwork and recommendation from their regular classroom teacher, skill level above that being taught, and positive attitude toward peer tutoring. Students being tutored must have a willingness to be helped, a desire to grow, and good behavior. The objectives are to improve the shy student's self-image, develop student awareness of individual differences, and develop students' sense of responsibility. Tutor training in methodology and content is an essential program element. Tutors' visibility is increased by special privileges and rewards. Students being tutored benefit by increased individual attention, closer instructor contact resulting in increased learning efficiency, the positive influence of a role model, and increased self-esteem. The tutor benefits include enhanced achievement, increased self-esteem, and enhanced school and social attitudes. In addition, the teacher or resource teacher benefits greatly from the increased attention to individual students. A short list of references concludes the paper. (MSE)

ED 263 837 HE 018 885

Willingham, Warren W.; And Others
Success in College: The Role of Personal Qualities and Academic Ability.
College Entrance Examination Board, New York, N.Y.; Educational Testing Service, Princeton, N.J.
REPORT NO.- ISBN-0-87447-228-8
PUB DATE- 22 Nov 85
NOTE- 245p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($16.95, paper copy--ISBN-0-87447-228-8; $26.95, hard copy--ISBN-0-87447-229-6).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Aptitude; *Admission Criteria; College Admission; *College Students; Extracurricular Activities; Higher Education; *Individual Characteristics; *Leadership; Predictor Variables; Questionnaires; Recognition (Achievement); Scholarship; Student Characteristics; Student Interests; Student Projects; Student Recruitment; *Success
IDENTIFIERS- Bucknell University PA; Colgate University NY; Hartwick College NY; Kalamazoo College MI; Kenyon College OH; Occidental College CA; Ohio Wesleyan University; *Personal Qualities Project; Senior Questionnaire; University of Richmond VA; Williams College MA

The relationship among preadmission characteristics of students, admission policies, and different measures of success during college was studied at nine colleges: Bucknell University, Colgate University, Hartwick College, Kalamazoo College, Kenyon College, Occidental College, Ohio Wesleyan University, University of Richmond, and Williams College. An overview is provided of the first phase of the study, which focused on the effect of personal qualities on admissions decisions for about 25,000 applicants to the nine colleges. For the 4,814 students who subsequently enrolled, the effect of personal qualities on college success was assessed in the second study phase. After describing some prototype studies on success in college, the question of how to measure success in college is addressed. Information is provided on the students' accumulated record of achievement over 4 years, including yearly grade point averages and attainment measures, scholarship, leadership, and significant accomplishments. Consideration is given to the prediction of yearly grades and the question of whether nonacademic, preadmissions information was helpful in predicting college success. The students' view of success and practical implications of the findings are also discussed, along with a proposed recruitment strategy. The questionnaire is appended. (SW)

ED 263 893 IR 011 879

Nave, Gary; Zembrosky-Barkin, Patti
Interactive Video in General and Special Education: A Development Manual.
International Council for Computers in Education, Eugene, Oreg.; Oregon Univ., Eugene. Rehabilitation Research and Training Center in Mental Retardation.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
REPORT NO.- ISBN-0-924667-25-7
PUB DATE- 85
NOTE- 74p.
GRANT- G008302264
AVAILABLE FROM- International Council for Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 (1-4 copies, $10.00 each; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; Computer Simulation; Computer Software; Drills (Practice); *Instructional Design; Instructional Development; *Microcomputers; *Production Techniques; Programed Tutoring; Secondary Education; Special Education; *Videodisc Recordings; *Video Equipment; Videotape Cassettes
IDENTIFIERS- Instructional Effectiveness; *Interactive Video; Story Boards

Designed to encourage and aid educators in developing interactive video software, this guide is an outgrowth of an interactive video research and demonstration project at the University of Oregon. Known as Project LIVE (Learning through Interactive Video Education), the objectives of the program were to: (1) develop interactive video courseware for secondary-aged handicapped learners, and (2) research the effectiveness of this instructional technology in relation to their learning performance. Section 1 of the manual provides an overview of interactive video and its various educational applications by explaining the hardware needed to operate such a system. Six instructional formats available to the instructional developer are then discussed: tutorial, simulation, drill and practice, educational games, guided presentations, and assessment. Designed for those who are interested in developing interactive video courseware, Section 2 presents 17 steps found to be important in the development process, and groups these steps into four broad development areas--instructional design, video production, computer production, and courseware finalization. A list of references completes the document. (JB)

ED 263 993 PS 015 451

Rossmiller, Richard A.
Student Achievement and the Personal Characteristics, Instructional Behaviors and Professional Beliefs of Elementary School Teachers.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.; Wisconsin Center for Education Research, Madison.
PUB DATE- Mar 85
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Beliefs; Elementary Education; Elementary School Students; *Elementary School Teachers; Instruction; *Teacher Attitudes; *Teacher Behavior; *Teacher Characteristics

Data drawn from a longitudinal study of school resource use and student performance in elementary schools were analyzed to identify relationships between student academic acheivement in reading and mathematics and the personal characteristics, instructional behaviors, and attitudes and beliefs of teachers. Data were collected from fall, 1979, through spring, 1982, in four Wisconsin schools. Primarily, subjects were approximately 240 students in grade 3 during the 1979-80 school year; these students were followed during their fourth- and fifth-grade years. Data were also collected from other students, parents, all teachers and other professional staff members who instructed any student in the study, and school and district administrative personnel. Reported are community, school district, school, student, and teacher characteristics; the research methodology, including selection of variables; and results of regression analyses. Results revealed that no single set of teacher-related variables showed consistently stable relationships with student achievement across grade levels and subjects. Certain variables did appear in the final step-wise regression equations quite consistently, including years of teaching experience and number of professional magazines and journals read regularly. Several variables, such as satisfaction with teaching and some of the attitude and belief questions, seldom entered the final equations, or entered late and contributed little to the coefficient. References and 17 tables are appended. (RH)

ED 264 007 PS 015 474

Paterno, JoAnna
Mandatory Kindergarten: Will it Make a Difference in Kentucky?
PUB DATE- 84
NOTE- 12p.; Document contains light type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Compulsory Education; *Educational Quality; Elementary Education; *Kindergarten; Longitudinal Studies; *Outcomes of Education; School Attendance Legislation; State Legislation
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Kentucky

In March of 1984, the Kentucky General Assembly revised and approved a senate bill that made kindergarten mandatory beginning with the 1985-86 school year. This paper reviews several national and state research studies which help demonstrate reasons why early education would be beneficial to a student population. Particularly discussed are the results of two national studies, the Consortium on Developmental Continuity and the Consortium for Longitudinal Studies, which indicate long-term educational effects. Studies in Kentucky, focusing specifically on the effects of kindergarten attendance on later academic achievement, revealed a significant difference in third and fifth grade achievement test scores between students with and without kindergarten experience. The students with kindergarten experience scored higher at both grade levels in reading, language, math, and total battery. In a study conducted by Paterno and Taylor, the effects of the kindergarten experience on immediate (first grade) academic achievement of rural children was investigated. Results indicated higher scores for kindergarten versus non-kindergarten experienced children in the same four areas. In conclusion, the paper discusses the need for further research and the concern for the effect of mandatory kindergarten on children in Kentucky. (DST)

ED 263 719 EC 180 989

Hunt, Edmund B., Ed.
Introduction to Supervision in Special Education. Handbook.
Northeastern Illinois Univ., Chicago. Dept. of Special Education.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 85
NOTE- 60p.
GRANT- G008301354
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Delivery Systems; *Disabilities; Elementary Secondary Education; Individualized Education Programs; *Special Education; Supervision; *Supervisors; Supervisory Methods; *Supervisory Training
IDENTIFIERS- Illinois; *Special Education Supervisors Training Project

The first part of the handbook describes the Special Education Supervisors Training Project (SESTP) designed to train 15 special education supervisors each year through a systems approach emphasizing coordination of regular and special education practices and procedures. Specific requirements for Illinois supervisory endorsement in special education are listed. The second part of the handbook features an excerpt on the supervisor's role in a comprehensive special education service delivery system. A special education consortium is outlined, along with policy relating to individualized education programs and general service delivery system procedures. The final section contains remarks from participants in a 1983 SESTP symposium and interviews with supervisors, special education coordinators, providers, and consumers regarding the functions of special education supervisors. (CL)

ED 263 734 EC 181 306

Ferrara, Joseph M.; And Others
Class 2: An Expert System for Student Classification. Technical Paper.
PUB DATE- May 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985). Prepared at the Artificial Intelligence Research & Development Unit, Developmental Center for Handicapped Persons, Utah State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; *Decision Making; *Disabilities; Elementary Secondary Education; Learning Disabilities; Special Education; *Student Placement
IDENTIFIERS- *Expert Systems

The paper describes an approach to developing systematic procedures for identifying handicapped children that leads to rational decisions regarding placement. An expert system is described which involves the user in a dialogue on data regarding individual children; this dialogue is similar in many ways to a consultation with an expert. After collecting the information, the computer program combines facts and rule-based logic to produce a solution. The system has components for learning disabilities, speech and language, mental retardation, behavior disorders, physical impairment, and sensory impairment. Examples are cited of the learning disabilities component, which contains a knowledge base of over 170 rules. Examples illustrate procedures to test rules and to end the consultation. Additional features of the system include abilities to track and monitor computer logic as the program attempts to determine advice and to query the program at any point in the consultation regarding its intermediate conclusion. (CL)

ED 263 750 FL 015 357

Gesner, Edward
Description de la morphologie verbale du parler acadien de Pubnico (Nouvelle-Ecosse) et comparaison avec le francais standard (A Description of the Morphology of Verbs in the Acadian Speech of Pubnico (Nova Scotia) and a Comparison with Standard French).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-154-8
PUB DATE- 85
NOTE- 122p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Descriptive Linguistics; Dialect Studies; Foreign Countries; *French; *Language Variation; *Morphology (Languages); *Regional Dialects; *Standard Spoken Usage; Tenses (Grammar); *Verbs
IDENTIFIERS- *French (Acadian); *Nova Scotia (Pubnico)

A lexical comparison of four native speakers' spontaneous discourse in the Acadian French spoken in a southern Nova Scotia village with standard spoken French is described. This study is part of a larger study of four regional variations on Nova Scotia Acadian French and has as its objectives both linguistic analysis and improvement of standard French instruction in this region. The analysis consisted of a frequency count of the forms of 142 verbs and classification of the forms and sub-forms of 40 lexemes occurring in the corpus. Following remarks on phonetics and tenses in Acadian French and Standard French, conjugations of the verbs derived from the study are presented according to the number of "themes" they have. The general conclusion is that the findings present a relatively unstable, changing verb morphology. The standard forms and variants are outlined in a comparative table. (MSE)

ED 263 781 FL 015 403

Gibbons, Virginia; Leibman, Suzanne
Tutoring without a Net.
PUB DATE- 84
NOTE- 5p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); Second Language Instruction; *Teacher Student Relationship; Teaching Methods; *Tutoring; *Writing Exercises; *Writing Instruction

Four techniques are suggested for tutoring students of English as a second language in writing: taking a "writing history" of the student's experiences, failures, and successes at writing by asking open-ended questions in a non-judgmental way during an informal interview; brainstorming about a given writing topic, with the tutor taking close notes of the student's comments and making no evaluation; timed writing assignments, five to ten minutes long, on broad topics from which the student makes a selection; and oral proofreading, in which a student reads a paper, an unmarked paper or a timed writing composition, paying attention to grammatical and surface error. The exercises can be used for diagnosis, illustration, or practice, but all have the common objective of developing a solid tutor-student relationship. Moreover, with effective demonstration and encouragement, the students begin to adopt and internalize the techniques for themselves. (MSE)

ED 263 809 HE 018 851

Opportunities at Independent Colleges and Universities in New York State through the Higher Education Opportunity Program = Las Oportunidades en las Instituciones Independendientes de Nivel Universitario en el Estado de Nueva York a traves de los Programas de Oportunidades Educativas Universitarias.

New York State Education Dept., Albany. Bureau of Higher Education Opportunity Programs.

PUB DATE- 85
NOTE- 27p.
AVAILABLE FROM- New York State Education Department, Bureau of Higher Education Opportunity Programs, Albany, NY 12230.
LANGUAGE- English; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999) Numerical/Quantitative Data (110)
DESCRIPTORS- *Ancillary School Services; *Developmental Studies Programs; *Disadvantaged; Educationally Disadvantaged; Eligibility; Higher Education; Low Income Groups; *Private Colleges; *Remedial Instruction; State Programs; Student Financial Aid
IDENTIFIERS- *Higher Education Opportunity Program; *New York

A guide to the opportunities at private colleges and universities in New York State through the Higher Education Opportunity Program (HEOP) is presented. The HEOP is designed to meet the special needs of students from disadvantaged backgrounds through screening, testing, counseling, tutoring, teaching, and financial assistance. Generally, students in opportunity programs are low income with a high potential for success in college, but who have not acquired the academic skills needed. Information is provided on: HEOP eligibility; application; the summer program; remedial and developmental courses; tutorial services; academic, personal, and career counseling; financial aid; and economic eligibility criteria for HEOP. Entering students usually are required to participate in a pre-freshman summer program that orients the student to college life, initiates a program of academic skills-building, and acquaints the student with services available through HEOP. Students can take credit and noncredit remedial/developmental courses. Colleges participating in HEOP programs in New York State are listed, including school addresses and phone numbers. A Spanish-language version of the guide is also provided. (SW)

ED 263 851 HE 018 902

Frierson, Henry T.
Strategies for Effective Learning.
PUB DATE- 85
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Attention; *College Students; *Comprehension; Higher Education; *Learning Strategies; *Memory; Mnemonics; *Study Skills; Visualization

Suggestions are offered for applying learning techniques for a variety of learning situations. The approaches are applicable to learning medical school content as well as other advanced educational content. Ways to control external distractors are suggested, including a systematic approach to completing large tasks, such as writing a research paper. Controlling internal distractors (negative self-talk) is briefly addressed, as well as Fenker's Study Management System, which can be used to enhance learning by monitoring learning behavior. Concentration is described as effectively applying self-monitoring techniques to learn subject matter. Attention is also directed to: methods for enhancing concentration and promoting active learning; two techniques for memorizing abstract material (mnemonics and linking); imagery to form mental pictures of objects, words, or scenes; and building a framework during reading and when previewing material to be learned. The following comprehension strategies are discussed: paraphrasing, the question-answer technique, peer questioning and teaching, imagery techniques, organizing information, reviewing content, forming a language for comprehension, and building mental networks. (SW)

ED 263 865 HE 018 916

Brehman, George E., Jr.
Postgraduation Activities: All Degree Levels in Pennsylvania, 1983.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Research and Evaluation.
PUB DATE- Aug 85
NOTE- 385p.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bachelors Degrees; *College Graduates; Comparative Analysis; *Degrees (Academic); Demand Occupations; Doctoral Degrees; *Education Work Relationship; *Employment Patterns; Graduate Study; Graduate Surveys; Higher Education; Majors (Students); Masters Degrees; Occupational Surveys; Part Time Employment; Place of Residence; Private Colleges; Professional Education; State Colleges; Unemployment
IDENTIFIERS- *Pennsylvania

Results of a survey of 1983 Pennsylvania college graduates are presented. A total of 42,823 graduates of 127 Pennsylvania institutions were surveyed (about 71 percent of graduates at all degree levels). Statistical tables and narrative explanations cover graduates of the following programs: associate, baccalaureate, master's, doctoral, and first-professional. Attention is directed to proportions of graduates in each degree field and level that are: (1) employed in the field of preparation, (2) employed in another field, (3) employed in Pennsylvania, (4) employed part-time, (5) unemployed, (6) in military service, (7) seeking an advanced degree, or (8) engaged in some other activities. Data and detailed analysis of selected degree disciplines at each level are included. Differences in postgraduation activities are also identified by institutional type: state colleges and universities, state-related, state-aided, private colleges, community colleges, and proprietary schools. Information on the sampling adequacy of the study group is included, along with definitions for each of the 50 two-digit level categories of the Classification of Instructional Programs code that have been used, for the first time, in this report. (SW)

ED 263 937 JC 850 583

Smith, Joshua L.
Community College Education in the New Millenium.
PUB DATE- 19 Nov 85
NOTE- 27p.; The Howard Bowen Lecture at the Claremont Graduate School of Education (Claremont, CA, November 19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; College Faculty; College Planning; College Role; *Community Colleges; Curriculum Development; Educational Assessment; *Educational Improvement; *Educational Objectives; Educational Quality; Faculty Promotion; *General Education; Governance; Humanities Instruction; Liberal Arts; *Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

A decade ago, California's community colleges were the nation's undisputed leaders of community college education--unparalleled in access, quality, diversity, and size. Today, these institutions are deeply concerned with inadequate and unstable funding, declining enrollments, skepticism about the quality of programs, and students' lack of collegiate skills. A look at the history and development of the community college offers some enlightenment regarding the present situation, in that many of the same questions regarding mission and function have been asked throughout the 75-year history of the community college in California. Adding to the confusion about community college mission are governance structures that harken back to the days of affiliation with high schools; plus a board of governors with awesome responsibilities and limited authority; a chancellor's office that is completely controlled by the state's civil service bureaucracy; and a vast number of college presidents, district chancellors, trustees, and special interest groups adding to the administrative hodgepodge. The development of a "system" of community colleges in California could be promoted by the following: (1) the state should retain plenary control, making broad decisions regarding mission, expectations, intersegmental relations, finance mechanisms, and revenue appropriations; (2) the community college system should have a shared governance structure, with the board of governors providing leadership, direction, and oversight; and the colleges operating under districts/regions, being primarily responsible to their communities and the board of governors; (3) each college should devise a charter outlining the participation of faculty and students in institutional governance; (4) policies and procedures concerning faculty tenure, evaluation, ranking, and qualifications should be modified; and (5) departmental and college curriculum committees should propose, initiate, and design all new courses and programs. Educational quality in the community colleges can also be promoted through increased emphasis on academic standards, partnership and collaboration among all levels of California education, and renewed concern with providing a liberal arts education, while affirming the commitment to vocational preparation. (EJV)

ED 263 965 JC 860 013

Cloutier, Lucinda Robinson
Faculty and Staff Computer Literacy Needs Assessment: A Report on Survey Results.
Gateway Technical Inst., Kenosha, WI. Research and Planning Services.
PUB DATE- Nov 85
NOTE- 50p.; Prepared for the Personnel Development Coordinator.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Community Colleges; Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; Computers; Needs Assessment; *Professional Development; Questionnaires; *School Personnel; School Surveys; Staff Development; Teacher Attitudes; Two Year Colleges

As a first step in developing a comprehensive professional development program and operational activities at Gateway Technical Institute (GTI) in Wisconsin, a faculty and staff computer training survey was conducted. A questionnaire was distributed to 411 faculty and staff members to establish a general interest level; gauge the current level of computer literacy; assess current and anticipated computer use and applications areas; determine the parameters for addressing computer training needs; and identify faculty and staff characteristics. Study findings, based on a 73% response rate, included the following: (1) 182 of the 303 respondents indicated that they were currently using the computer facilities at Gateway, and 147 of these were making use of microcomputers; (2) nearly 33% said they owned a microcomputer; (3) 69.3% of the 114 respondents who did not use computers indicated that they planned to use computers in the future; and (4) about half of the faculty currently incorporated computers into their curriculum, with 43 faculty members using instructional programs. The study report includes recommendations for appropriate staff development activities to meet faculty/staff interests and needs. The survey instrument is appended. (EJV)

ED 263 979 PS 015 406

Franco, Fabia; D'Odorico, Laura

The Influence of the Ages of the Child-Addressee and of One's Own Child on Motherese.

PUB DATE- Jul 85
NOTE- 21p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioural Development (8th, Tours, France, July 6-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Age Differences; Child Language; Foreign Countries; Infants; *Mothers; Oral Language; *Parent Child Relationship; Toddlers; *Verbal Communication; *Young Children
IDENTIFIERS- *Italy

This study investigated the influence of the speaker's experience and addressee's developmental level on baby talk characteristics. A total of 240 mothers of only child infants (1-18 months) or of children 2-3 years old responded to an Infant or Child Series of drawings with an attached list of sentences. Subjects described situations in drawings, associated drawings with "most natural" sentence, and indicated age of baby in drawing. Results indicated that 1) some general characteristics of baby talk are modified according to the addressee's developmental level; 2) mothers with differing experiential levels choose different topics for talk; 3) the rule "closeness to context" works independently of addressee's developmental level and mother's experiential level; and 4) attribution of meaning to specific situations is based on different elements grasped and given different valencies on the basis of addressee's developmental level and mother's experiential level. Preliminary evidence for the hypothesis that different representations of children, social partner's role, and the situation as a whole are responsible for different "context readings" is shown by the presence of partially different intentions and types of speech acts in experimental groups. Appendices include the Infant and Child Series of drawings, the basic list of sentences, and several figures. (BB)

ED 264 038 PS 015 523

Hoegl, Juergen
Early Childhood Education for Limited-English-Proficient Children.
Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.
PUB DATE- Jul 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bilingual Education Programs; *Cognitive Development; Definitions; Demography; Educational Quality; English (Second Language); Enrollment; Federal Programs; High Risk Students; *Limited English Speaking; Literature Reviews; *Preschool Children; *Preschool Education; Program Effectiveness; Questionnaires; State Programs; State Surveys
IDENTIFIERS- *Illinois

The purpose of this paper is to examine the benefits of early childhood education (ECE) for children whose proficiency in English is limited. Specifically, the paper (1) defines the basic characteristics of limited English proficient (LEP) children; (2) discusses educational risk factors and preschool enrollments of LEP children; (3) presents the rationale for beginning English language acquisition in early childhood; (4) describes the effectiveness of special language preschool programs; and (5) specifies the components of a quality preschool program for LEP children. The discussion primarily concerns children between the ages of 3 and 5 years and is based on statistical information on demographic characteristics obtained from the following sources: the 1980 U.S. Census; enrollment statistics from the 1984 State Board of Education Bilingual Census; a review of the research on ECE programs providing special language assistance; consultation with nationally known early childhood educators, as well as directors and instructors of school-based programs; and a June, 1985 survey of state and federally funded pre-kindergarten bilingual programs in Illinois public schools. The purpose of the survey was to obtain information on number and ages of children served, program duration, screening and assessment, program goals and instruction, program outcomes and transition, parent involvement, program staff, and support services. The survey questionnaire is reproduced in Appendix A and the three federally funded and seven state-funded pre-kindergarten bilingual programs operating in Illinois are listed in Appendix B. A reference list is also provided. (RH)

ED 264 065 RC 015 543

Pollack, Susan L.
Farm Labor Contracting in the United States, 1981. Agricultural Economic Report Number 542.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Nov 85
NOTE- 19p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Agricultural Laborers; *Crew Leaders; Demography; Educational Attainment; Farm Labor; *Federal Legislation; Geographic Distribution; Income; *Migrant Workers; *Seasonal Laborers; *Socioeconomic Background
IDENTIFIERS- Farm Labor Contractor Registration Act; Migrant Seasonal Agric Worker Protection Act; *United States

The report examines characteristics of crew workers (farmworkers who work for contractors) and noncrew workers in 1981 and reviews Federal legislation designed to protect crew workers and to control farm labor contractors. During 1981 approximately 250,000 crew workers comprised 10% of hired farmworkers. Crew workers were 53% White, 28% Hispanic, and 19% Black or other racial/ethnic groups. Most lived in the Southeast, North Central Lake States, Southwest, and Lower Pacific Coast regions of the United States. Their earnings averaged $2,772 annually. Long-term crew workers (working more than 75 days in a crew) comprised 21% of all crew workers, were 59% Hispanic and 19% Black, were 25-54 years old, and were not high school graduates (87%). Short-term crew workers comprised about 79% of crew workers, were mostly young and White, and most were students doing farmwork during school breaks. Noncrew farmworkers averaged more days of farmwork in 1981 and had higher earnings than did crew workers, averaging $4,470 annually. Of the 9,774 people who registered for certification to hire farmworkers for crew work in 1981, 2,557 applied for Department of Labor authorization to transport workers to and from work, and 827 applied for authorization to provide housing for their employees. (NEC)

ED 264 079 RC 015 569

Graham, DeDe, Comp.
Migrant Counselor's Guide.
Snyder Public Schools, OK.
SPONS. AGENCY- Oklahoma State Dept. of Education, Oklahoma City. State-Federal Programs Div.
PUB DATE- 83
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Colleges; Counseling Services; *Counselor Role; Grants; *Guidance Programs; *Migrant Education; *Migrant Programs; Needs Assessment; *Post High School Guidance; Secondary Education; Student Financial Aid; Student Needs; Vocational Education
IDENTIFIERS- *Oklahoma

Written for counselors working in Migrant Education Programs, this guide summarizes counselor responsibilities and includes specific information to assist migrant students seeking post-secondary education in Oklahoma. The introductory section provides a short statement of the migrant counselor's role in identifying handicapped students, achievement/aptitude testing, public relations, parent involvement, individual and group counseling, information dissemination, and financial aid. The second section discusses the needs assessment procedure for determining the objectives of the migrant guidance and counseling program. It includes points to consider in a survey of all eligible migrant children--academic achievement, physical and health needs, cultural influences, parental support, etc. A section on testing covers factors that depress test scores and provides specific suggestions for helping migrant students improve their test taking ability. A section on financial aid summarizes the benefits and eligibility requirements of the Pell Grant, Supplementary Educational Opportunity Grant, College Work Study Program, National Direct Student Loan, Vocational Rehabilitation Grant, and Oklahoma State Tuition Aid Grant. A final section lists Oklahoma's junior colleges, four-year colleges and universities, and vocational-technical schools. (JHZ)

ED 264 093 SE 046 253

Hendrickson, A. Dean
Developing Critical Thinking Skills.
PUB DATE- Aug 84
NOTE- 26p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstract Reasoning; *Cognitive Processes; *Course Content; Course Descriptions; *Critical Thinking; Higher Education; *Problem Solving; Science Education; *Skill Development; Skills; *Teaching Methods

In the fall of 1980, a course titled Developing Critical Thinking Skills was approved at the University of Minnesota-Duluth for offering as one of the options in the liberal education category called Communication, Language, and Symbolic Systems. This paper provides a description of the course (designed to provide experiences with methods and materials diverse enough to appeal to the needs of the different conceptual styles students have), the outline of course topics, and strategies used to teach the topics on the outline. Major areas are: the nature of critical thinking; the nature of thinking and intelligence; logical (if-then) reasoning; combinatorial reasoning; orderings and patterns; comparing and classifying; variation and rates of variation; analogies; and problem-solving. The first two topics are treated through lecture and discussion. The remainder of the course is a systematic involvement with each kind of reasoning process. Initial experience is given with concrete materials or game activity whenever suitable; symbolic representations and more abstract situations are gradually introduced. Students are assigned to groups of four or five for activities (which are described) and are given opportunities to serve both as a learner and a tutor within the group. (JN)

ED 264 109 SE 046 269

Lye From Wood Ash. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).

PUB DATE- Feb 84

NOTE- 16p.; For other documents in this series see SE 046 255-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.20).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Chemistry; Foreign Countries; High Schools; *Laboratory Procedures; Learning Activities; Science Activities; Science Education; *Secondary School Science

IDENTIFIERS- *Lye; *Philippines; Soap

With the high cost of gas and electricity, more people are turning to wood or charcoal for fuel. The ash that remains after the wood or charcoal has been thoroughly burned can be used to prepare lye. "Suman sa lihiya," "cuchinta," and soap can be made with the use of this lye. Procedures for making these materials as well as the lye are presented in this module. Diagrams illustrating the procedures and recipes are provided when applicable. (JN)

Statement on Educational Diversity, Equality, and Quality. Self-Regulation Initiatives: Guidelines for Colleges and Universities, No. 9.

American Council on Education, Washington, D.C.

PUB DATE- Dec 84
NOTE- 5p.
AVAILABLE FROM- Office on Self-Regulation Initiatives, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free with self-addressed, stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; *College Students; Curriculum Development; Disabilities; *Educational Opportunities; Educational Quality; *Employment Practices; Ethnic Studies; Extracurricular Activities; Females; Guidelines; Higher Education; Leadership Responsibility; Minority Groups; *Nontraditional Students; Position Papers; Scholarship; Student Personnel Services; Teacher Recruitment; Womens Studies
IDENTIFIERS- *Diversity (Student); *Self Regulation

Guidelines to help colleges and universities encourage equality and diversity within a framework of quality are presented. Recommendations are offered concerning: institutional leadership in promoting equal opportunity; effective recruitment, advancement, and support of personnel, especially of women, minorities, and disabled persons; the development and evaluation of teaching, scholarly activities, and curricular development; and diversity in student programs and campus. Ways in which leaders can promote equal opportunity include: designating the person responsible for institution-wide programs promoting equity and providing this individual access to top-level administrators. Successful efforts for recruiting previously underrepresented groups include: recruiting on the basis of departmental needs for excellence and diversity and developing job descriptions that include only job-related qualifications. The importance of constructive grievance procedures, support systems for promotion and tenure, and a fair and equitable compensation process is also addressed. Also covered are ways to promote campus life for students and effective approaches to include new scholarship on ethnic and women's studies in the college curricula. Resource offices and publications are also listed. (SW)

ED 263 823 HE 018 867

Levy, Reynold
Why AT&T Supports America's Liberal Arts Colleges.
PUB DATE- Oct 85
NOTE- 4p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Business; Donors; Educational Quality; Higher Education; *Liberal Arts; *Philanthropic Foundations; *Private Colleges; *Private Financial Support; *School Business Relationship
IDENTIFIERS- *American Telephone and Telegraph Company; Consortium for Advancement Private Higher Educ; *Corporate Support

Characteristics of liberal arts colleges that motivate AT&T and other business and industrial firms to provide financial support are discussed. AT&T believes that independent colleges emphasize teaching excellence, including instruction in small settings and face-to-face discussion. Students benefit by early emphasis on the liberal arts, the humanities, and the sciences, and graduates of liberal arts colleges perform very well in management. Philanthropic support provided by AT&T to public colleges and universities is selective, going to those that house scientific departments of significant interest to the company. Educational challenges that colleges need to meet are: resisting pressures for short-term careerism and vocationalism in the curriculum; providing students opportunities to exercise leadership on and off the campus; cultivating basic skills in discovering how to learn independently; and exposing undergraduates to the force of technology. To assist independent liberal arts colleges, AT&T has joined other companies and private foundations in forming the Consortium for the Advancement of Private Higher Education, which provides technical assistance programs and targeted grant-making in marketing, curriculum, and faculty development. (SW)

ED 263 879 IR 011 864

Lotan, Rachel A.
Conceptual Understanding and Implementation Facets of Educational Technology.
PUB DATE- Apr 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Agents; *Cognitive Processes; Comprehension; Correlation; Educational Technology; Elementary Education; Hypothesis Testing; Inservice Teacher Education; *Instructional Innovation; *Knowledge Level; Teacher Improvement; *Teacher Role; Teaching Methods; *Technological Literacy

This paper focuses on the importance and the significance of the teacher's mastery of an abstract body of knowledge that underlies an educational innovation. Concepts and principles from organizational sociology are applied in order to investigate the relationship between teacher's mastery of this body of knowledge and the process of implementation of the innovation on the one hand, and the relationship between mastery and implementation outcomes on the other. Theoretical propositions of the study are illustrated by a secondary analysis of data gathered by the Program of Complex Instruction at Stanford University's School of Education. A connection is made between the improvement of thinking skills and problem-solving ability utilizing a theoretical model of a program, Finding Out. Implementation of this activity-based bilingual math and science program features a complex instructional approach based on theories and research in the disciplines of cognitive psychology, sociology, and social-psychology. During the academic year 1982/83, Finding Out was implemented in 15 classrooms from 10 schools within three school districts in the San Jose, California, area. Approximately 390 second, third, fourth, and fifth graders participated in the program, which was presented by teachers who had attended a 2-week workshop. The workshop introduced them to the theoretical framework and rationale of Finding Out and gave them the opportunity to practice teaching the program. Data are presented on teachers' scores on Index of Mastery, Index of Non-Routine Behaviors in Finding Out, and Index of Effectiveness, and four case studies are presented to illustrate some of the variables involved. (JB)

ED 263 909 IR 011 898

Eastman, Susan T.; Agostino, Donald E.

Commanding the Computer: Functions and Concepts of Videotex Technology for Eighth-Grade Students.

PUB DATE- May 85

NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (Honolulu, Hawaii, May 23-27, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Cognitive Processes; Grade 8; *Information Seeking; Junior High Schools; *Man Machine Systems; *Microcomputers; Naturalistic Observation; Online Searching; Online Systems; Research Methodology; Science Instruction; *Skill Development; Teaching Methods; *Videotex

IDENTIFIERS- Instructional Effectiveness

This study combines quantitative and ethnographic methods to analyze middle-school students' uses and understandings of microcomputers and videotex. As an experiment in teaching library research skills, 27 eighth graders were assigned to search an online encyclopedia in preparation for writing a science theme. The students' operational practices and associated conceptual understandings were interpreted as a multimodal case study of videotex use. Analysis of data from hard copies of the students' disk records (an unobtrusive measure), participant observation during naturalistic computer use, and a direct, hands-on test of computer competence at the project's end supported five tentative conclusions; the students typically: (1) mastered only the simplest videotex commands without improving their rate of error over time; (2) had difficulty understanding the concepts and vocabulary, but not the structure of electronic menus; (3) accessed only a small quantity of electronic text compared to available printed materials; (4) exhibited the ability to search by keyword but found the videotex service inadequately cross-referenced; and (5) required constant adult assistance to log on to the videotex service, to learn command operations, and to store text on disk files. The study indicated that, as of 1984, commercial electronic text services lacked internal motivations to achieve operational efficiency and were unsuited to the educational objective of learning the cognitive skills of information processing. (Author/JB)

ED 263 923 IR 051 352

Lane, Margaret T., Comp.
Documents on Documents Collection, 1980-1983.
American Library Association, Chicago, Ill. Government Documents Round Table.
PUB DATE- 85
NOTE- 1,139p.; For the 1973-1979 collection, see ED 247 940; for the guide to the 1980-1983 collection, see IR 051 351.
LANGUAGE- English
EDRS Price - MF08/PC46 Plus Postage.
PUB TYPE- Collected Works - General (020) Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Depository Libraries; *Government Publications; Library Administration; Library Collections; Library Guides; Questionnaires; Records (Forms); *Reference Materials; State Government; *State Legislation; State Libraries; *State Programs
IDENTIFIERS- *Library Procedures

The "Documents on Documents Collection" consists of documents produced by a variety of organizations in the course of administering state document depository programs. This collection, which contains 166 documents gathered between 1980 and 1983, originated as a resource for administrators of such depository programs and for those establishing or amending such programs. It is intended to provide a broad understanding of the components and procedures required to sustain an efficient state depository. The collection is arranged by state and is subdivided by broad categories: (1) bibliographies of bibliographies and reference tools; (2) letters of transmittal and commentaries; (3) depository contracts; (4) forms and form letters; (5) labels; (6) legislation and legal materials; (7) mailing lists, lists of depository libraries, and lists of advisory councils; (8) manuals; (9) procedural guidelines; (10) promotional materials; (11) selection lists and basic or core lists; (12) shipping lists; and (13) studies, surveys, workshops, and miscellaneous. Thirty-one states and the Virgin Islands are represented. This collection is being maintained on a current basis (i.e., 1983 and forward). The introductory material describes how to obtain the "current" Documents on Documents Collection. (Author/THC)

ED 263 951 JC 850 601

Southwick, Paula S.
Curriculum for Community Health Workers.
PUB DATE- 29 Oct 85
NOTE- 15p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; College Curriculum; *Community Health Services; Course Content; Curriculum Design; Curriculum Development; Health Education; Health Personnel; Health Services; *Outreach Programs; Postsecondary Education
IDENTIFIERS- Arizona (Pima County)

The Community Outreach Curriculum described in this paper is designed to prepare community health aides employed through the Outreach Department of Pima County (Arizona) Indian Health Inc., (PCIHI), which consists of two medical clinics on two separate reservations. The first sections of the paper describe PCIHI, provide a rationale for the curriculum based on the rising community health needs of the Indian population of Pima County, offer a statement of goals and objectives for the curriculum, and describe the students for whom the curriculum is intended. Next, brief descriptions of the following courses offered in the curriculum are given: (1) Traffic Safety; (2) Patient Vital Signs; (3) Charting; (4) First Aid; (5) Cardio-Pulmonary Resuscitation; (6) Hygiene; (7) Diet; (8) Venereal Disease; (9) Contraception; (10) Health in Pregnancy; (11) New Baby Care; (12) Parasites; (13) Home Bound Patients; (14) Diabetic Teaching; (15) Hypertension; and (16) Substance Abuse. The final sections of the paper examine issues related to the implementation of the curriculum, evaluation criteria for each of the curricular objectives, and procedures for curriculum revision. (LAL)

ED 264 023 PS 015 501

Prater, Norma Jean; And Others
Who's Reading to the Children?
PUB DATE- 16 Nov 85
NOTE- 13p.; Paper presented at the Annual Conference of the National Association for the Education of Young Children (New Orleans, LA, November 14-17, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Demography; Early Childhood Education; *Employed Parents; Incidence; Middle Class; National Surveys; *Parent Participation; *Preschool Children; *Reading Aloud to Others; *Reading Habits; Reading Material Selection; Reading Research; Teacher Role

A nationwide survey was conducted among families with children enrolled in Kinder-Care Learning Centers (KCLC) to determine parental practices of reading aloud to preschool children. A total of 50 KCLCs was selected in such a way that the geographic distribution by four U.S. regions was representative of the 900 KCLC-Randomly selected centers were located in 25 states, with the number of centers per state ranging from 1 to 5. Working parents with 3-, 4-, and 5-year-old children in these centers comprised the sample population. Survey forms designed to collect demographic data and information about read-aloud practices were distributed to the sample population. Questions focused on demographic data, frequency and length of read-aloud sessions, sources of books, the person who usually read to the child, verbal interaction during read-aloud sessions, favorite books, read-aloud time and read-aloud place, and whether or not the child was familiar with selected well-known characters from children's literature. Findings indicate that although the working parents had limited time to spend with their children, 83.4 percent reported that they read aloud several times a week or more, and 89 percent spent at least 15 minutes per read-aloud session. Findings also provide information about the variety and quality of literature being shared with children. (RH)

ED 264 052 RC 015 495

Cavatta, Jerry C.; Gomez, Albert S.
New Mexico Dropout Study: 1983-1984 School Year.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.
PUB DATE- 84
NOTE- 23p.; For the 1981-1982 study, see ED 227 992. Dual color graphs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- American Indians; Black Students; *Dropout Characteristics; *Dropout Rate; Dropout Research; *Enrollment Rate; *Ethnic Distribution; *High Schools; Hispanic Americans; *Public Schools; School Districts; Secondary Education; Sex Differences; State Surveys; White Students
IDENTIFIERS- *New Mexico

Each public school that had students enrolled in grades 9-12 was surveyed to gather data on the extent and nature of the school dropout problem in New Mexico during the 1983-84 school year. Data on grade, sex, ethnicity, and reason for dropping out were collected. Information was obtained from all 88 public school districts and from 99% of the schools surveyed. Data indicated that 5,868 ninth- through twelfth-grade students dropped out of school, resulting in a dropout rate of 7.3%, up slightly from the 1982-83 7.2% level. This represents an interruption of a downward trend in the dropout rate. The highest dropout rate for both male and female students occurred at grade 11 and the lowest at grade 9. Males tended to drop out of school proportionally more than females at all grade levels. Native American students (12.3%) and Hispanic students (7.9%) had the highest dropout rates. Only Native American students experienced their highest dropout rate at grade 9. The highest portion (39.1%) dropped out for reasons related to "motivation or interest", while 17.6% cited "home and related" reasons. The remaining 15.0%, 11.2%, 9.9%, and 7.2% dropped out for reasons related to "other," "reenrollment," "discipline," and "pregnancy or marriage" respectively. (NEC)

ED 263 735 EC 181 307

Lubke, Margaret; And Others

Expert Systems in the Individual Education Program Process. Technical Paper.

PUB DATE- May 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31,1985). Prepared at the Artificial Intelligence Research and Development Unit, Developmental Center for Handicapped Persons, Utah State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Artificial Intelligence; Behavior Problems; Decision Making; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Mathematics Achievement; *Problem Solving; Special Education
IDENTIFIERS- *Expert Systems

The paper describes the use of expert systems technology in translating test and observational data into objectives for Individualized Education Programs (IEPs) with handicapped students. The Math Test Interpreter (MTI) is designed to combine student information, results from the Key Math Diagnostic Arithmetic Test and additional program generated criterion referenced test data to produce a prescription in mathematics. The Behavior Consultant (BC) program applies the expert system approach to classroom behavior problems and features two videodisc components. Examples of a typical consultation with each of the expert systems illustrate their factual and heuristic rules and their use of backchaining to work from hypothesized conclusions to known facts. Possible system outcomes are delineated, including situations of inadequate information and development of objectives for IEPs. The paper concludes with a note on the implications of appropriate, clearly stated objectives for the education of handicapped students. (CL)

ED 263 767 FL 015 388

Browning, Gari
What Makes ESL Students' Speech Sound Unacceptable?

PUB DATE- 85
NOTE- 11p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p72-81.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Error Patterns; Foreign Students; Interpersonal Communication; Negative Attitudes; *Peer Acceptance; *Phonology; Second Language Instruction; *Speech Habits; Work Environment

A study of the gravity of non-native speakers' speech errors, particularly as viewed in the workplace, was based on two assumptions: that certain features of spoken English contribute more to speech acceptability than others, and that native speakers have an internalized, ordered list of criteria for making judgments about non-native speakers' English. The study had three groups of subjects: 70 students of English as a second language (ESL) who provided speech samples; 29 ESL teachers who judged the samples' acceptability, identified non-native features using a checklist, and ranked the five least acceptable features; and 21 naive judges chosen on the basis of their occupations, with little linguistic or foreign language training and limited exposure to ESL, who judged which of a pair of artificial speech samples was more acceptable. While results suggest a hierarchy of speech sound acceptability generalizable on the basis of occupation, further research on isolating features and other independent variables is recommended. Although some variation from earlier hierarchies was found, the methodology used was determined to be viable for extending the hierarchy. (MSE)

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume I.
American Educational Research Association, Washington, D.C.
REPORT NO.- ISBN-0-87586-065-6
PUB DATE- 85
NOTE- 518p.
AVAILABLE FROM- Agathon Press, Inc., 111 Eighth Avenue, New York, NY 10011 ($48.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *College Administration; College Admission; College Environment; College Faculty; *College Instruction; Computer Oriented Programs; *Educational Quality; *Educational Research; Employment Practices; Financial Support; Foreign Students; *Higher Education; Intellectual Development; *Learning Theories; Legal Problems; Management Information Systems; Organizational Theories; Path Analysis; Scholarship; Teaching Methods
IDENTIFIERS- *Strategic Planning

Theory and research on a variety of topics in higher education are addressed in 13 articles. Titles and authors are as follows: "College Environmental Influences on Learning and Cognitive Development: A Critical Review and Synthesis" (Ernest T. Pascarella); "Learning Theory and Research" (Cameron Fincher); "Methods and Theories of Instruction" (Michael T. McCord); "The Concept of Strategy: From Business to Higher Education" (Ellen Earle Chaffee); "Administrative Computing in Higher Education" (Andrew T. Masland); "Legal Parameters of the Faculty Employment Relationship" (Barbara A. Lee, Steven G. Olswang); "Publication, Performance, and Reward in Science and Scholarship" (Mary Frank Fox); "Program Quality in Higher Education: A Review and Critique of Literature and Research" (Clifton F. Conrad, Robert T. Blackburn); "The Quest for Excellence: Underlying Policy Issues" (Anthony W. Morgan, Brad L. Mitchell); "Beyond Background Music: Historical Research on Admissions and Access in Higher Education" (John R. Thelin); "Applications of Causal Models in Higher Education" (Lee M. Wolfle); "Toward a New Partnership for Financing a College Education: The Changing Roles of the Public, Students, and Colleges" (Michael L. Tierney); and "International Students in Comparative Perspective: Toward a Political Economy of International Study" (Y.G.-M. Lulat, Philip G. Altbach). (SW)

ED 263 966 JC 860 014

Covelli, Nicholas J.; And Others

Health Occupations Trends and Issues: Issue Paper.

Gateway Technical Inst., Kenosha, WI. Research and Planning Services.
PUB DATE- Aug 85
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Community Colleges; Employer Attitudes; *Employment Patterns; Health Education; *Health Services; Labor Needs; Nurses; Nurses Aides; *Nursing Education; Occupational Surveys; Two Year Colleges; Vocational Education

A study was conducted to identify the trends occurring within the health service industry and their impact on the providers of health care; determine shifts or emerging occupational areas within health services; and assess local health service providers' staffing patterns and anticipated needs. The study involved meetings with local hospital representatives and nursing home administrators, and surveys of medical offices and home health care agencies. Study findings included the following: (1) health care management has been in a mode of personnel reductions and cost containment, thereby tying employment opportunities for registered nursing graduates directly to personnel turnover; (2) recent changes in patient care have expanded the nurse's role to now include diagnosis, physical assessment, and therapeutic use of interpersonal interactions; (3) continuing education will be in high demand as nurses adapt to new technologies, an expanding knowledge base, growing emphasis on wellness, and the rising number of elderly people with chronic diseases in long-term care settings; (4) the staffing patterns of hospitals and nursing homes indicated that practical nurses were not being replaced as turnovers and layoffs occurred; and (5) a need was demonstrated for a Homemaker/Home Health Aide program. Recommendations for curriculum development are included. (EJV)

ED 263 994 PS 015 458

Denham, Susanne A.

Maternal Emotional Responsiveness and Its Relation to Toddlers' Social-Emotional Competence and Expression of Emotion.

PUB DATE- Apr 85
NOTE- 45p.; An abridged version of th's paper was presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985). For a related document, see PS 015 462.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Affective Measures; *Emotional Response; Imitation; *Interpersonal Competence; *Mothers; Naturalistic Observation; *Parent Child Relationship; Socialization; *Toddlers

Preschoolers' expression of various emotions and overall social-emotional competency may be related to mothers' emotional responsivemness to children's emotions. This research investigated, through extended naturalistic observation, (1) how maternal emotion displays differ according to antecedent child emotion (happy, sad, angry, or afraid) and (2) the prediction of particular emotions expressed by the child and of ratings of the child's social-emotional competence (when the mother was absent) by prevalence of maternal emotions, maternal responses to the child's emotion, and maternal psychosocial functioning. Subjects were 29 mother-toddler pairs. Multiple regression analyses showed that an aggregate of maternal emotional dialogue components, maternal current functioning, and/or prevalent maternal emotions were efficient predictors, in combination, of children's various emotions and of children's social-emotional competence. Implications regarding the mother-child affective environment, socialization of emotion and social competency, and developmental methodology are discussed. (Author/DST)

McGuire, Jacqueline
Mother-Daughter and Father-Son Relationships.
PUB DATE- Sep 85
NOTE- 25p.; Paper presented at the Annual Conference of the Developmental Psychological Section, British Psychological Society (Belfast, Northern Ireland, September 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Daughters; Educational Theories; Fathers; Foreign Countries; *Imitation; *Modeling (Psychology); Mothers; Naturalistic Observation; Parent Attitudes; *Parent Child Relationship; *Sex Differences; Sons; *Toddlers
IDENTIFIERS- *Behavior Descriptions; England (London); *Gender Identity

The importance of a child's relationship with the same gender parent, which influences their interactions with mothers and fathers is discussed. Forty 2-year-old girls and boys were observed in interactions with mothers and fathers at home, and behavior ratings were based on the following criteria: availability, warmth, and power structure. Results indicated little evidence that same gender parent modeling and imitation was more likely than opposite gender, although significant sex differences were observed in the above mentioned three criteria. (DST)

ED 264 066   RC 015 544

Mahan, James M.
Educational and Institutional Services Available to Navajo and Hopi People: Observations of Student Teachers.
PUB DATE- 3 Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indian Reservations; American Indians; *Anglo Americans; *Community Services; *Educational Quality; Elementary Secondary Education; Health Services; Human Services; Institutional Evaluation; Institutions; Observation; *Student Teacher Attitudes; Student Teaching; Tribes
IDENTIFIERS- Hopi (Tribe); Navajo (Nation)

The personal, evaluative statements of student teachers were used to study the perceptions of newcomers to American Indian schools and communities. Respondents in this study were 90 Anglo preservice teachers from 10 universities, completing the final 17 weeks of their teacher preparation programs as full-time student teachers in Navajo and Hopi schools on reservations. Students made detailed written reports of their school and community experiences including perceptions of eight institutions that affect Indian life and an evaluation of Indian education. Over the 5 semesters of the study, 720 institutional and 450 educational observations were received. Educational observations were categorized by topic and the percentage of critical comments within each category was determined. Institutional observations were judged positive or negative and used to rank order the institutions from least to most responsive to Navajo and Hopi needs. The comments of student teachers were generally critical of Indian education--the ratio of negative to positive comments was approximately nine-to-one. Frequent criticisms included disregard of native languages, Anglo-oriented curriculum, and supply shortages. The students perceived most institutions as unresponsive to the needs of local Indian people. The agencies identified as most responsive included tribal councils and churches. Least responsive included utilities, banks, and health agencies. (JHZ)

ED 263 720 EC 180 990

Winter, Jill S.
An Examination of Individualized Instruction.
ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 85
NOTE- 54p.; A part of the Special Project on Interagency Information Dissemination.
CONTRACT- 400-84-0010
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Definitions; Disabilities; Educational Trends; Elementary Secondary Education; *History; *Individualized Instruction; Special Education; Teaching Methods; Trend Analysis

The paper presents a research review on individualization of instruction in special education. An initial section analyzes the concept and definitions of the term, noting similarities with such terms as adaptive instruction, differentiated instruction, and prescriptive teaching. Related concepts of independent study and self directed learning are considered. Conditions seen to promote individual learning are addressed in terms of grouping practices and recognition of individual differences. Specific implications of individualized instruction in special education are noted, and methods of individualizing instruction are reviewed. The history of individualization of instruction in the United States is traced: administrative provisions and early systems of individualized instruction are pointed out. Services to special populations are described along with an account of the growing emphasis on individualization of a general education strategy. The implications of individualized education programs as mandated in P.L. 94-142, the Education for All Handicapped Children Act are described in the concluding section. A seven-page reference list is appended. (CL)

ED 263 751 FL 015 358

Faintuch, Shelley

Le Role de l'acquis dans l'apprentissage des langues secondes: propos theorique et implications pedagogiques (The Role of Previously Acquired Knowledge in Second-Language Learning: A Theoretical Proposal and Pedagogical Implications).

Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ISBN-2-89219-154-8
PUB DATE- 85
NOTE- 51p.
LANGUAGE- French
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Bilingualism; *Cognitive Processes; Comparative Analysis; Language Acquisition; Language Research; *Learning Processes; Learning Theories; Literature Reviews; *Prior Learning; Psycholinguistics; *Second Language Learning; Teaching Methods; *Transfer of Training

The principles of the cognitive theory of learning are analyzed and applied to the process of second language learning. They are then evaluated in terms of the extent to which they contribute to a coherent theory and the extent to which they can be applied to instruction in general and second language instruction in particular. Recent empirical research studies are analyzed for their possible contributions to the cognitive theory and for their methodological implications. The conclusion of the research is that the cognitive theories of general and second language learning are well-founded, as is the hypothesis that native language acquisition supports the process of second language learning. (MSE)

ED 263 782 FL 015 404

Gottlieb, Margo H.
"Wholistic" Evaluation of Language Minority Students in Elementary and Secondary Schools.
PUB DATE- 84
NOTE- 12p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Holistic Approach; *Individual Differences; *Language Tests; *Limited English Speaking; Linguistic Theory; *Student Evaluation; Teacher Role

Whereas testing is limited to the parameters of the instrument used, evaluation is a broader assessment of a situation. Wholistic evaluation amplifies the concept to include both intrinsic and extrinsic factors. Student-centered evaluation acknowledges that differentiated inputs may attribute to differentiated outputs. Select sociolinguistic, psycholinguistic, and educational variables unique to limited-English-proficient (LEP) students contribute to language acquisition and learning. Their recognition and integration into an evaluation plan facilitates appropriate and meaningful educational opportunities for LEP students. Teachers are both a valuable source of data and a resource to be used in student evaluation. Teacher expertise or connoisseurship is the backbone of instruction and needs to be built into the assessment model. If English as a second language and bilingual education teachers are considered key components in student evaluation, and reliable and valid information is obtainable through informal and formal means, educational decisions that affect LEP students will be more sound, realistic, and useful. (MSE)

ED 263 810 HE 018 852

Johnson, James A., Jr.

Reducing the Discrepancy between Actual and Optimum Program Enrollment Levels.

PUB DATE- Apr 85

NOTE- 101p.; Master's Degree Practicum Report, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Change; College Administration; College Admission; College Applicants; *Computer Oriented Programs; *Data Collection; Doctoral Programs; Enrollment Trends; Graduate Students; Higher Education; Information Retrieval; Information Storage; *Management Information Systems; Marketing; Program Administration; *Student Recruitment

A computer application was designed to facilitate the management of inquiries about admission to a doctoral program for school administrators. The application makes possible the storage, accession, and manipulation of applicant data and information for marketing and recruitment purposes. The application was needed because inquiries were being managed unsystematically, possibly resulting in a 39.5 percent discrepancy between actual and optimum program enrollment levels. While the program's enrollment capacity was 960 students in April 1984, there were 581 students enrolled. As of April 1985, the actual enrollment was 601; the discrepancy between desired and actual enrollments had been reduced to 37.3 percent. Additional outcomes of the intervention included the following: (1) competence in using the computer file was achieved by program assistants and auxilliary staff; and (2) the university's information and retrieval service and another university center adopted the application. The following aspects of the intervention strategy are discussed: file design, file utilization, and inquiry management. Extensive appendices include: pre- and post-application utilization enrollment data; descriptors used in the search of the literature; two types of printouts; minutes, agenda, and memoranda; and April 1985 enrollment data. (SW)

ED 263 838 HE 018 887

Laughlin, Margaret A.
An Emerging Institution: The University for Peace in Costa Rica.
Discussion Paper Series, No. 73.
Wisconsin Univ., Milwaukee. Center for Latin America.

PUB DATE- 31 Aug 85
NOTE- 34p.
AVAILABLE FROM- University of Wisconsin, Center for Latin America, P.O. Box 413, Milwaukee, Milwaukee, WI 53201.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; Decision Making; *Educational Development; Educational Planning; Higher Education; Interdisciplinary Approach; *International Organizations; International Relations; Networks; *Peace; Program Development; Universities; *World Problems
IDENTIFIERS- New Colleges; *United Nations; *University for Peace (Costa Rica)

A new United Nations college, the University for Peace in Costa Rica, is discussed. After providing a brief historical sketch on peace efforts since the Ancient Greeks, the objectives of the United Nations University are identified. The University for Peace is a new international university that is part of the United Nations University network, a decentralized system of affiliated institutions. Costa Rican President Rodrigo Carazo proposed the establishment of the university to the United Nations, which took into consideration the recommendations of United Nations-affiliated bodies, as well as the comments of 10 nations. The following long-range goals for the university were suggested by the United Nations presidential commission: to seek solutions to psychosocial and natural problems that provoke tension, violence, and war in the world; and to contribute content and forms that may be useful in achieving world peace through education, knowledge, and research. Seven topics for interdisciplinary study and research were also suggested, including peace education, human rights, communications, and scientific and technology transfer. Also considered were: recommendations related to university purpose and structure, relationships with other United Nations bodies, and steps to put the university in operation. (SW)

ED 263 866 HE 018 918

Christoffel, Pamela
Working Your Way through College: A New Look at an Old Idea.
College Entrance Examination Board, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Oct 85
NOTE- 43p.
AVAILABLE FROM- College Entrance Examination Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Planning; *College Students; *Cooperative Education; Educational Innovation; *Federal Programs; Financial Problems; Higher Education; Improvement Programs; *State Programs; Statewide Planning; *Student Employment; Student Financial Aid; *Work Study Programs
IDENTIFIERS- *College Work Study Program; Department of Education; State Student Incentive Grants

The potential for expanding job opportunities for college students to help cover expenses and provide valuable experiences was evaluated, based on an informal survey of federal, state, and institutional work-study programs. The focus is on recent innovations and possibilities for improvement. The U.S. Department of Education administers two programs supporting work-study opportunities, College Work-Study (CWS) and Cooperative Education. There is also a proposal to add a work-study option under the State Student Incentive Grant program. At the federal level, it is unclear how well the existing CWS program works and who benefits from it. The main issues now facing cooperative education is its survival as a federal program. At the state level, there is evidence of innovative ideas for improving work-study programs: 17 states have implemented work-study programs, and 15 more have them under consideration. While at some schools, students do routine campus jobs, some colleges help students set up franchises to provide goods and services to other college students. Many colleges are trying to improve the quality of student jobs. In addition to data on federal and state programs, information is provided on the status of state plans for work-study programs as of September 1985. (SW)

ED 263 894 IR 011 880

Hoelscher, Karen J.
The Microcomputer--A Problem Solving Tool.

PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Conference on Thinking (Cambridge, MA, August 19-23, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Computer Assisted Instruction; *Courseware; Critical Thinking; *Futures (of Society); Intermediate Grades; Junior High Schools; Learning Strategies; Man Machine Systems; *Microcomputers; *Problem Solving; Teaching Methods

Designed to assist teachers in using the microcomputer as a tool to teach problem solving strategies, this document is divided into two sections: the first introduces the concept of problem solving as a thinking process, and suggests means by which a teacher can become an effective guide for the learning of problem solving skills; the second describes a courseware package developed by the Minnesota Educational Computing Consortium (MECC) which is designed to teach problem solving techniques to middle school and junior high school students. Entitled Problem Solving Strategies, the courseware consists of one diskette for the Apple II microcomputer and a 75-page support manual containing background information on the content, instructions for classroom use, reproducible student handouts to accompany each program, and ideas for extending the strategies taught. Twelve figures are included to illustrate the flow of one program contained within the courseware and a 17-item bibliography completes the paper. (JB)

ED 263 980 PS 015 407

Tax Policy: How Do Families Fare? A Report of the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- Oct 85
NOTE- 173p.; Four of the papers included in this report were originally presented at a conference, "Federal Tax Policy: What's In It for Women and Families," sponsored by the Women's Research and Evaluation Institute in cooperation with the Family Impact Center.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06068-9, $3.75).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Family (Sociological Unit); Family Characteristics; *Family Structure; *Federal Government; *Finance Reform; *Financial Policy; Poverty; Tax Credits; *Taxes
IDENTIFIERS- Congress 99th; *Tax Equity; Tax Exemptions

The eight papers contained in this document focus on those tax provisions most directly affecting families and children. Questions addressed include the following: (1) Since the enactment of the first permanent income tax in 1913, how have tax laws affecting families evolved in response to changes in economic and demographic conditions? (2) Relative to prior years, does the current tax code penalize families with children? (3) At what level of income do families make the greatest use of the child care credit? (4) Will families with incomes below the poverty line continue to be subjected to income tax? (5) Under current law and in the various reform proposals, are married couples penalized relative to single taxpayers? (6) Are single heads of household penalized relative to married couples? (7) Are two-earner couples penalized relative to one-earner families? (8) Are large families treated equitably in relation to smaller families? (9) Will decisions to enter or leave the work force be affected by provisions of current tax reform proposals? (10) How do U.S. tax and income transfer systems compare to those in other countries? (11) Would a new "value added tax" treat all families fairly? An introduction notes that these papers do not include analysis of the Treasury II proposal, and that some of the original reform proposals which are included have been modified; modifications are noted where appropriate. (RH)

ED 264 080 RC 015 570

Native Education in Alberta Schools.
Alberta Dept. of Education, Edmonton.
PUB DATE- Oct 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *American Indian Education; *Canada Natives; Citizen Participation; *Cultural Influences; Delivery Systems; Educational Opportunities; *Educational Policy; Educational Quality; Elementary Secondary Education; Foreign Countries; Public Policy; *Relevance (Education); Student Needs
IDENTIFIERS- *Alberta; Canada

This two-part document outlines the Alberta government's proposed policy statement and presents Native peoples' views on the education of the more than 23,000 Native students that attend Alberta provincial schools. Based on discussions with Native people, information gathered from 180 meetings, and letters and papers, Alberta's Native Education Policy Statement outlines ways in which educational needs and personal aspirations of Native students can be met, opportunities for Native people to help shape the education of their children and help young people reach their potential, and opportunities for all students in schools throughout Alberta to develop an awareness and appreciation of various Native cultures and their contributions to society. Consensus of Native educational perspectives is reflected in sections describing the purpose of education and the role of the school for Native students, the programs of studies for Native students, the delivery of education to Native students, and the roles, rights and responsibilities in Native education. Each section of this portion of the report presents a brief review of the discussions and submissions received, along with statements of principles, recommendations, and implications. (NEC)

ED 264 094 SE 046 254

Directory of Residential Outdoor/Environmental Education Programs in California.

Orange County Dept. of Education, Costa Mesa, CA.

SPONS. AGENCY- California State Dept. of Education, Sacramento.

PUB DATE- Apr 85

NOTE- 234p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Environmental Education; *Outdoor Education; *Program Descriptions; Resident Camp Programs; *Residential Programs; *Science Education; Science Instruction; *Science Programs

IDENTIFIERS- *California

This document is a directory of residential outdoor and environmental education programs in California. For the purposes of the directory, a residential outdoor/residential education program is defined as one which is in operation for at least three days and two nights; the curricular emphasis is on natural science instruction in an outdoor setting for school children. Section I provides a map and map index locating the programs. Section II (which comprises the major portion of the directory) provides surveys of the programs, which are arranged alphabetically by 32 California counties. Major cateogries of information provided include: sponsoring agency; on-site facility; sessions; participants; funding; program description (including goals and activities, programs, and experiences provided to meet the goals); positions; and staff positions. Section III (an appendix) lists: programs in alphabetical order by program sponsor, program titles, on-site program directors, program administrators, sponsor-owned sites, and lessor-owned sites; privately-sponsored, county-sponsored, and district-sponsored programs; programs offering 3-day, 4-day or 5-day sessions; program staffing; program funding sources; programs accredited by the Residential Outdoor/Environmental Education Program; programs listed by County Department of Education areas; programs listed chronologically; program enrollments by grade level; additional residential outdoor/environmental education programs in California; and a blank survey form. (JN)

ED 264 110 SE 046 270

Plastics in Our Lives. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
REPORT NO.- ISBN-971-135-085-8
PUB DATE- Jan 85
NOTE- 27p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines (#2.85).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; Foreign Countries; High Schools; *Laboratory Procedures; *Plastics; Science Activities; Science Education; *Secondary School Science; Waste Disposal
IDENTIFIERS- *Philippines

This module, recommended for third or fourth year high school students, consists of three parts. The first part (entitled "Knowing Plastics") gives some background information regarding the origin of plastics, their chemical and physical properties, and the different available types. The second part (entitled "Shaping Plastics") describes how things are made from plastics. It includes lists of materials needed and procedures for laminating a diploma on wood and for making articles from plexiglass or acrylic plastic. The third part (entitled "Plastics and Health") discusses why the public is cautioned on the use of plastics for food containers. It also deals with how plastics add to the waste disposal problem. (JN)

Joint Statement on Standards of Satisfactory Academic Progress to Maintain Financial Aid Eligibility and Academic Integrity and Athletic Eligiblity. Self-Regulation Initiatives: Guidelines for Colleges and Universities, Nos. 5 and 6.

American Council on Education, Washington, D.C.

PUB DATE- Dec 81
NOTE- 7p.
AVAILABLE FROM- Office on Self-Regulation Initiatives, American Council on Education, One Dupont Circle, Washington, D.C. (free with self-addressed, stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Athletes; College Admission; *College Students; College Transfer Students; *Eligibility; Evaluation Criteria; *Federal Aid; Guidelines; Higher Education; Policy Formation; Position Papers; Student Evaluation; *Student Financial Aid; Transfer Policy
IDENTIFIERS- *Self Regulation

Guidelines to help colleges develop standards of satisfactory academic progress to maintain federal financial aid eligibility are presented. Guidelines concerning policies and procedures regarding academic integrity and athletic eligibility are also provided. Suggestions concerning academic standards for federal aid recipients include: issuing a statement of institutional policy on academic progress; limiting the amount of time allowed for students in different enrollment categories to complete their objectives to be eligible to receive federal financial aid; describing procedures for appeal and reinstatement; and evaluating a student's academic standing and progress at least once per year. In assessing problems associated with academic integrity and athletic eligibility, attention is directed to the following concerns: the coach as an educator; the locus of responsibility for the institution's athletic program; policies and procedures for handling transcripts and test scores and for assuring that the student athlete makes satisfactory academic progress; transfer of credit and acceptance of courses offered by other institutions; transfer from two-year institutions; specially admitted student athletes; and analysis of admissions and academic performance of student athletes. (SW)

ED 263 824 HE 018 868

Cox, Eleanor

Spelman College Is Tying It All Togother through the Living-Learning Program.

PUB DATE- 85
NOTE- 12p.; Paper presented to the Annual Meeting of the National Association of Student Personnel Administrators (Portland, OR, March 31-April 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Objectives; Cognitive Objectives; Dormitories; Extracurricular Activities; Group Experience; Higher Education; Individual Development; Integrated Activities; Intellectual Development; Interdisciplinary Approach; Liberal Arts; *Living Learning Centers; On Campus Students; *Student Development
IDENTIFIERS- *Spelman College GA

Spelman College's Living Learning Program is described. The program was developed to integrate classroom cognitive development with affective development acquired through formal and informal learning experiences offered by the student life division. Program activities are designed to expose students to a broad range of ideas through interaction with peers, faculty, and other role models. It also provides opportunities for students to acquaint themselves with the many problems of the real world and to utilize their liberal education as "avenues" of flexibility in the problem solving process. Specific objectives include: integrating classroom learning with residential education through small group sessions in dormitories, and offering panel discussions, seminars, debates, films, mini-concerts, and local field trips. Affective developmental modules or stages for the undergraduate years involve: activities to promote freshmen awareness of the liberal arts; exploration through elective courses and issue-oriented residential programs during the sophomore year; selection by juniors of program themes that complement or parallel the major; and integrating the humanities and social sciences during the senior year. Information is also provided on convocation, program staff, admission to the program, and recognition/awards. (SW)

ED 263 880 IR 011 865

Kulik, James A.
Consistencies in Findings on Computer-Based Education.
PUB DATE- Apr 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; Higher Education; Instructional Innovation; *Media Research; *Meta Analysis; *Research Design; Research Needs; Research Reports; *Student Attitudes
IDENTIFIERS- *Instructional Effectiveness

Separate meta-analyses have been completed recently on the effectiveness of computer-based education (CBE) in elementary schools, high schools, colleges, and nontraditional postsecondary institutions. Several conclusions can be drawn from these meta-analyses. First, although CBA has not been uniformly successful in all its guises and at all instructional levels, most CBE programs have had the following positive effects on students: students have learned more and retained more in courses providing assistance from computers; students learned their lessons in less instructional time and liked their classes more when they received computer help; and students developed positive attitudes towards computers when they received help from them in school. Second, results of CBE vary as a function of the evaluation design used to measure CBE effectiveness; and third, study outcomes also vary as a function of the type of publication in which the results are found. Since CBE generally has positive effects on student learning, future programs of implementation and development should be encouraged. Research is needed, however, to determine the factors that produce differences in the results of studies reported in journals and in dissertations, and differences in the results of studies using different research designs. (Author/JB)

ED 263 924 IR 051 353

Nilson, Julieanne V.
The Gifts and Exchange Function in ARL Libraries. Spec Kit 117.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Sep 85
NOTE- 116p.
AVAILABLE FROM- Systems and Procedures Exchange Center, Office of Management Studies, Association of Research Libraries, 1527 New Hampshire Ave., NW, Washington, DC 20036 ($20.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Exchange Programs; Higher Education; *Library Acquisition; Library Administration; Library Automation; Library Collections; *Library Materials; Methods; Occupational Information; Position Papers; Research Libraries
IDENTIFIERS- *Gifts

A March 1985 survey of members of the Association of Research Libraries (ARL) netted 63 responses on 4 topics related to gifts and exchange programs: organizational change, the use of automation, changes in priorities, and the impact of the Tax Reform Act of 1984. Comments throughout the responses reflect that materials collected through gifts and exchange are still considered important, although libraries are attempting to identify ways to obtain the most value from these programs for a reasonable commitment of resources. This Systems and Procedures Exchange Center (SPEC) kit contains 11 examples of policies and procedures, including recent documents on the Tax Reform Act; 2 documents on use of automation; 8 responses regarding reorganizations; 4 sets of position descriptions; 5 illustrations of donor materials; results of an unpublished American Library Association (ALA) Resources and Technical Services Divison (RTSD) survey; and a brief bibliography. Institutions represented in the kit include: University of Kentucky, University of California at San Diego, Cornell University, University of California at Berkeley, Colorado State University, Purdue University, University of Texas at Austin, State University of New York at Albany, Texas A&M University, New York University, Columbia University, University of California at Irvine, Linda Hall Library, University of North Carolina, National Agricultural Library, Queens University, Indiana University, University of Georgia, and University of Southern California. A brief summary of survey responses and a copy of the "Quick-SPEC" questionnaire on gifts and exchange functions are included. (THC)

ED 263 938 JC 850 584

Starks, Gretchen
A Successful Peer Tutor Program to Improve Retention.
Community Coll. of the Finger Lakes, Canandaigua, N.Y.
PUB DATE- 84
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Individual Instruction; *Peer Teaching; Program Descriptions; Program Design; Teaching Methods; *Tutorial Programs; Two Year Colleges

The purpose of a peer tutoring program is to assist those students who require ongoing and formal instruction in a subject area. If effectively run, it can have an impact on retention. There are five areas that need to be addressed when initiating a peer tutor program: (1) organization and funding; (2) supervision; (3) tutor training; (4) tutor program evaluation; and (5) public relations. The Community College of the Finger Lakes' (CCFL's) peer tutor program serves to illustrate effective techniques in these five areas. Since its initiation in 1981, CCFL's program has grown from employing 6 tutors and providing 68 hours of tutoring in 1981-82 to 34 tutors and 755 hours of tutoring in 1984-85. The college's experience with the program has underscored the importance of putting the rules and policies of the program in writing; training tutors in areas such as program rules, problem solving, questioning skills, and studying for particular subject areas; providing supervision, even if it is informal; collecting tutor and client evaluations; and mounting a good advertising campaign to attract tutors and clients. Appendices include a summary of the accomplishments of CCFL's tutor program, a Student/Client Diagnosis Checklist, tutor training materials, a bibliography of resources, questionnaires for both student and tutor, and public relations advertisements. (EJV)

ED 263 952 JC 850 603

Stetson, Nancy E.
Development of a Cost-Effective Model That California Community College Districts Can Use to Compare Their Costs with Those of Similar Districts.
PUB DATE- Jul 85
NOTE- 140p.; Ed.D. Major Applied Research Project, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Reports - Research/Technical (143)
DESCRIPTORS- *Budgets; *Community Colleges; *Comparative Analysis; *Computer Oriented Programs; Cost Effectiveness; *Educational Finance; Models; Operating Expenses; Program Costs; *School District Spending; Two Year Colleges
IDENTIFIERS- *California

A project was undertaken to develop a model for establishing normative costs and budget guidelines for California's community colleges. The model was developed using adaptations of microcomputer software and tested using data from the Chancellor's Office of the California Community Colleges and from the Marin Community College District (MCCD). Conclusions drawn regarding MCCD included the following: (1) compared with similar districts in 1982-83, MCCD exhibited wider differences in its ratios to total operating costs for costs of instruction and instructional services, and maintainance and operations, than it exhibited in its ratios to total operating costs for costs of student services, and general services; (2) MCCD experienced a .71% change in average daily attendance from 1977-78 to 1982-83, while similar districts experienced a 9% to 10% change; and (3) compared with other districts, MCCD exhibited a 2% to 28% larger ratio of assignable square feet to average daily attendance, which may have influenced MCCD's cost of maintenance and operations. The study results showed the model to be a cost effective way for community college districts to compare their costs with similar districts on an average basis. The study report includes a review of related literature, a description of the model, and data tables exhibiting comparative financial statistics. (EJV)

ED 264 009 PS 015 478

The Crisis in Infant and Toddler Child Care.
Ad Hoc Day Care Coalition, Washington, DC.
PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- National Association for the Education of Young Children, 1834 Connecticut Avenue, Washington, DC 20009 ($2.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Caregivers; Costs; *Day Care; *Demand Occupations; Demography; Early Childhood Education; Educational Objectives; *Educational Quality; Employed Parents; Family Day Care; Government Role; *Infants; Standards; *Toddlers
IDENTIFIERS- *Program Monitoring

Unprecedented increases in the labor force participation of mothers with children below the age of 3 years, a largely unmonitored supply of out-of-home child care for infants and toddlers which has not kept up with the demand, and the potential for serious developmental damage to children who do not get adequate, individualized care in the earliest years of life have combined to produce a child care crisis for millions of infants and toddlers and their working parents in this country. This report provides information about: the changing demographics of working parents with infants; existing child care arrangements; the unmet demand for infant and toddler child care; the care infants and toddlers need; qualities of a competent caregiver for infants and toddlers; measures of quality; the regulation of quality care; the high cost of high quality care; goals for a better infant and toddler child care policy; and strategies for implementing such goals. (RH)

ED 264 024   PS 015 503

Wright, Cheryl
Student Teacher Manual.
Utah Univ., Salt Lake City. Dept. of Family and Consumer Studies.
PUB DATE- 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Creative Thinking; Educational Philosophy; Guidelines; Higher Education; Lesson Plans; Parent Participation; *Preschool Education; Records (Forms); Safety; *Student Teachers; *Teacher Role
IDENTIFIERS- *Child and Family Development Center UT

Written in outline form to provide basic information to student teachers about the University of Utah's Child and Family Development Center preschool program, this manual describes a model preschool program based on creative thinking skills. Included are: a description of the program's creative philosophy which also contains a list of blocks to creativity; requirements for student teachers and curriculum; a list of components of creativity; categories of creative talent; suggestions for lesson plans; suggested materials for creative activities in the preschool; tips for excursions; guidelines for conducting home visits and involving parents; basic guidance techniques; a list of limits for children; a statement of preschool policy for student teachers; an outline of safety procedures, and suggestions for avoiding common problems in student teaching. Appended are a teacher competency rating form; a statement of policy on group composition and scheduling; a child and family background information form; a creativity form for children; a parent involvement survey form; a field trip permission form, an accident report form, a statement of policy regulating visitors wishing to observe the program; observation authorization forms; research policy information for parents; and a contract establishing the responsibilities of teachers, parents, and researchers involved in the preschool program. (RH)

ED 264 039 PS 015 524

An Annotated Bibliography of the Head Start Research Since 1965. Head Start Evaluation, Synthesis and Utilization Project.

CSR, Inc., Washington, D.C.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- DHHS-OHDS-85-31194
PUB DATE- Jun 85
NOTE- 712p.; For the final report on this project, see PS 015 430.
CONTRACT- 105-81-C-026
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 017-092-00099-5, $23.00).
LANGUAGE- English
EDRS Price - MF04/PC29 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Reports - Research/Technical (143)
DESCRIPTORS- Annotated Bibliographies; *Compensatory Education; Early Childhood Education; Federal Programs; *Program Descriptions; *Program Evaluation
IDENTIFIERS- *Head Start Evaluation Synthesis Utilization Proj; *Project Head Start; Research Summaries

This bibliography and the related synthesis of research were assembled to make Head Start studies more accessible to researchers and to inform policymakers and practitioners about the major findings included in this body of research. The bibliography and the literature review constitute an update of the 1975 publication: "A Review of Head Start Research Since 1965 and an Annotated Bibliography." The bibliography includes six sections: (1) an introduction explaining the methodology used to develop the bibliography and discussing the arrangement of the bibliography; (2) the 1,653 item annotated bibliography itself; (3) the co-author index which enables the reader to link various parts of a study which appear as different documents, often produced by different authors; (4) the index of studies which links major studies by their most familiar name with the name of the corporate or organizational author; (5) the explanation of the subject index which defines subject codes and the codes used to identify availability of the documents included in the annotated bibliography; and (6) the subject index which identifies all of the documents in the annotated bibliography by a unique item number and links each document to the major subject codes used to index the literature data base. While preschool advocacy articles, newspaper-type summaries of studies, and training manuals are not included, some studies about preschool programs other than Head Start are included. (RH)

ED 264 053 RC 015 518

Dulce Public Schools Community Education Needs Assessment.
New Mexico Univ., Albuquerque. Bureau of Educational Planning and Development.
PUB DATE- Mar 84
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *American Indian Education; American Indians; Anglo Americans; Community Surveys; *Educational Assessment; Elementary Secondary Education; Mexican Americans; Needs Assessment; *Parent Attitudes; *Program Evaluation; Rural Education; *Rural Schools; *School Community Relationship; School Effectiveness; Small Schools; Spanish Americans; Tribes
IDENTIFIERS- Jicarilla Apache (Tribe); *New Mexico (Dulce); Tribal Government

Adults in a multi-ethnic, small, rural school district were surveyed to determine their evaluation and expectations of district schools. Of the 301 respondents, 72% were Jicarilla Apache/other Indian, 14% Spanish/Mexican, and 14% Anglo; most were aged 19-45; 81% had completed high school; 76% were employed. Respondents rated the elementary, high, and parochial schools generally adequate, particularly in facilities, bussing, and teachers, but found counseling services unsatisfactory; strongly supported occupational training, personal finance classes, cultural heritage emphasis, and a substance abuse program; found lack of motivation, self-discipline, and parental involvement the most common impediments to education; rated high school graduation very important; and believed student goals should be good grades and preparation for further education and employment. Respondents recognized that parents have a primary responsibility for education and wanted the school system to teach basic skills. The survey's second part, answered by Jicarilla Apache tribal members, evaluated programs offered by tribal government and demonstrated need for better communication between residents, school system, and tribal government, and need for more adult education. Survey conclusions included the need to improve communication between school system and residents, to improve social behavior and educational climate, and to integrate native language and culture into the schools. (LFL)

ED 263 736 EC 181 308

Parry, James D.; And Others
Mandate Consultant: An Expert System for Examining the Implementation of Special Education Regulations. Technical Paper.

PUB DATE- May 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985). Prepared at the Artificial Intelligence Research & Development Unit, Developmental Center for Handicapped Persons, Utah State University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; Computer Managed Instruction; Consultation Programs; Decision Making; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; Problem Solving
IDENTIFIERS- *Expert Systems; *Mandate Consultant (Computer System)

The role of artificial intelligence expert systems in administrative issues in special education is examined. Mandate Consultant (MC) is one such system designed to provide a second opinion on the consistency of school officials' actions in implementing the Individualized Education Program team process. MC employs rules based on the Education For All Handicapped Children Act. Examples of a typical MC consultation illustrate how rules are used to determine which questions to ask and which conclusion to infer. The ways in which MC uses backchaining to determine if rules succeed or fail are explained and examples cited. Outcomes of the consultation are noted, as are additional features such as the opportunity to query the program at any point in the consultation regarding its immediate conclusions. (CL)

ED 263 768 FL 015 389

Bassano, Sharron
American ESL Classes and Foreign Student Expectations.
PUB DATE- 85
NOTE- 12p.; Paper presented at a regional meeting of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p82-91.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Classroom Environment; *English (Second Language); *Foreign Students; Language Teachers; Second Language Instruction; *Student Attitudes; Surveys; *Teacher Attitudes; Teaching Styles

A study of the expectations and attitudes of adult foreign students toward their instruction in English as a second language, the classroom environment, and the extent to which the instruction was meeting their language skill development priorities also examined the teachers' perceptions of their own teaching styles and the instructional milieu and priorities. Results indicated that the teachers thought of themselves as innovative and egalitarian, with lower expectations than the students' concerning realization of language fluency. Most students appeared to be adapting well to their teachers' presentations, but some appeared to have higher goals and/or to prefer more traditional and formal leadership in the classroom. The major differences in student and teacher responses appeared in the amount of formality desirable in the classroom, the desirability of independent, group work, and the degree to which language skills must be perfected. Most students preferred studying English in the United States to studying it in their home countries. It is recommended that teachers become aware of their students' past classroom experiences, show an interest in planning learning experiences that validate past experience, to have and build confidence in their students' abilities, begin with the familiar and move to new things, and be aware of student concerns and goals. (MSE)

ED 263 783 FL 015 405

Karimer, Lisa

Can Southeast Asian Students Learn to Discriminate between English Phonemes More Quickly with the Aid of Music and Rhythm?

PUB DATE- 84

NOTE- 8p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Auditory Discrimination; Cambodians; Classroom Techniques; *Distinctive Features (Language); *English (Second Language); Immigrants; Interference (Language); Laotians; *Music Activities; *Phonemes; *Phonology; Second Language Learning; Vietnamese People

IDENTIFIERS- Hmong People; Rhythm

A study of the effectiveness of music and rhythm used in classroom activities as a technique for developing short-term memory for phonological learning had as subjects 25 adult Cambodian, Lao, Hmong, and Vietnamese immigrants, students in a course in English as a second language. The subjects were given a pretest of their ability to distinguish similar and dissimilar initial and final phonemes in 20 word pairs. The phonemes focused on were sh/s/z/l/r/c/ch/p/f. Those who followed the directions in their responses were assigned to two groups, a treatment and a control group. Both groups were given 20 minutes of instruction twice a week, for two weeks. The control group was given minimal pairs highlighting the above phonemes, and the experimental group was given various songs and rhythmic chants presenting the same sounds contextually. A posttest similar to the pretest was administered after two weeks. The experimental group had slightly higher posttest scores than the control group. This finding suggests an advantage in the experimental treatment, especially in view of the previous experience of the individuals composing the two groups. In addition, the experimental group's scores were all bunched around a central score, suggesting that the experimental group advanced more as a group than did the control group, whose scores were distributed over a full range of scores. (MSE)

ED 263 895 IR 011 881

Akiyama, Takashiro
Research on School Television in Japan, 1953-1983.
Japan Broadcasting Corp., Tokyo. Radio and Television Culture Research Inst.
PUB DATE- 83
NOTE- 77p.; For related documents, see IR 011 882-883.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Distance Education; Educational Researchers; *Educational Television; Elementary Secondary Education; Foreign Countries; Futures (of Society); History; *Research and Development; School Surveys; Teaching Methods; *Television Research; Use Studies; Video Equipment; Videotape Recordings
IDENTIFIERS- *Japan

Published on the occasion of the 30th anniversary of the school television broadcasting industry in Japan, this document reviews and summarizes the results of past research on the Japanese school television system and considers its future direction. After a brief introduction, the document is divided into six sections: (1) a prehistory of school television broadcasting; (2) a 30-year history of research on the audience for school television broadcasting; (3) research on the methods of utilization of school television broadcasting; (4) experimental research on the composition of school television programs; (5) research on school broadcasting conducted and reported by classroom teachers; and (6) recent trends in research on school broadcasting. Reference is made to specific studies, most of which can be categorized as theoretical research, fact-finding surveys, or experimental research. A 32-item bibliography completes the document. (JB)

Faddis, Bonnie
Computer Equity. Reports to Decision Makers, Number 5.
Northwest Regional Educational Lab., Portland, Oreg.
PUB DATE- Aug 85
NOTE- 5p.; For earlier reports, see ED 248 882.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Access to Education; *Change Strategies; Computer Literacy; *Educational Opportunities; Elementary Secondary Education; *Equal Education; *Equal Facilities; *Microcomputers; Nondiscriminatory Education; Sex Discrimination

Equitable distribution of computer resources is an important concern for school administrators. Computer equity consists of three dimensions: access, participation, and benefits. Access is the number of microcomputers available for student use, or the ratio of students to computers; equity issues arise when access to computers is restricted to certain schools, grade or ability levels, or to certain classes, such as advanced math. Participation is the average amount of computer time allotted to student use; inequities can result if free time usage is dominated by boys or high achieving students. Benefits are the kinds of activities students engage in when using the computer; the assumption that learning to program is preferable to drill and practice or word processing leads to inequities in educational benefits. A list of 12 barriers to equitable computer access and use is included, as well as suggestions for evaluating equity problems. Strategies for solving computer equity problems are suggested, and a list of references completes the document. (JB)

ED 263 967 JC 860 015

Yang, Shouu-Chyuan
The Single Sample Chi-Square Test: Lesson Plan.
Hawaii Univ., Manoa. Western Curriculum Coordination Center.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Data Interpretation; Instructional Materials; Learning Modules; *Statistical Analysis; Teacher Developed Materials; Two Year Colleges
IDENTIFIERS- *Chi Square Test

This lesson plan is designed to enable a student, after 50 minutes of instruction, to define the single sample chi-square test and explain the three conditions necessary to its proper use and the purpose of using it. The student will also be able to calculate and apply the single sample chi-square test in class according to the five steps with the given data. The lesson plan includes information on the course for which the lesson was designed; references; requirements for student materials, equipment, and audiovisual aids; lesson objectives; and special remarks for the instructor. Next, the plan presents a transcript of the informational content of the lesson, which provides time allocation suggestions and a key to the use of instructional methods and aids. The bulk of the lesson plan consists of handouts containing information, exercises, and assignments; and transparency masters. (EJV)

ED 263 995 PS 015 459

Valett, Robert E.
Effective Discipline: 10 Steps to Successful Performance.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; Childhood Interests; Child Rearing; Children; Cooperation; *Discipline; *Parenting Skills; *Parent Role; Rewards; Self Control; Self Evaluation (Individuals); Social Reinforcement; Student Behavior; *Teacher Role
IDENTIFIERS- Rules and Regulations

This practical booklet for teachers and parents describes methods for improving children's disciplinary training and successful performance at school and at home. Ten steps to achieving effective discipline are outlined: understanding effective discipline; determining needs and interests; setting goals and expectations; establishing guiding rules; planning and anticipating results; negotiating cooperatively; recording performance; rewarding achievement; suffering consequences; and evaluating results. Forms for assessing and evaluating progress and keeping records of achievements are provided throughout the booklet. A recommended reading list for parents and teachers on discipline is provided. (DST)

ED 264 111 SE 046 271

Preparation of Fish Bagoong and Shrimp Bagoong. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Science Education Center.

SPONS. AGENCY- National Science Development Board, Manila (Philippines).

PUB DATE- Apr 82

NOTE- 15p.; For other documents in this series see SE 046 255-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Biochemistry; *Food; Foreign Countries; High Schools; Learning Activities; Nutrition; Science Activities; Science Education; *Secondary School Science

IDENTIFIERS- *Bagoong; Philippines

Salted fish paste (locally known as "bagoong") is fermented fish and salt with or without spices or coloring. A bagoong preparation is actually a digestion of fish protein into substances which can be taken in by the body cells and changed into body material. The substance is used in many Filipino dishes (such as pinakbet, dinengdeng, or buylanglang) since it not only adds favor but also is a good low-cost source of protein. This module: (1) briefly describes the fermentation process; (2) discusses the nature of dilis bagoong; and (3) outlines the procedures to make dilis bagoong or alamang bagoong. A self-test (with answers) and glossary of key terms are included. (JN)

ED 263 721 EC 180 991

Fick, Landis F.; And Others
Computer Applications for Students with Behavior and Learning Problems: Teacher's Manual.
SPONS. AGENCY- Department of Education, Washington, DC.; Iowa State Dept. of Public Instruction, Des Moines.
PUB DATE- 84
NOTE- 109p.; A product of Project Iowa.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Attention Control; *Behavior Disorders; Case Studies; *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Learning Disabilities; *Microcomputers; Problem Solving; Reinforcement; Student Motivation

The handbook describes first year results of a project involving microcomputers in the education of behaviorally disordered students. Following an overview of computer assisted instruction (CAI), the book specifies project goals and research questions. Software selection is examined in terms of instructional factors, program decisions, and motivational factors. Three pilot studies are then discussed which explore the motivational capacity of microcomputer free time as an individual classroom reinforcement activity; the studies highlighted topics of reinforcement preference, reinforcement selection, and motivation for behavior change. Additional studies include case study and traditional investigation of CAI for students with attentional difficulties, in interpersonal problem solving for adolescents in Learning Disabled/Behaviorally Disordered classrooms, in impulse control, and in fostering cooperative group skills. Appended materials include a software evaluation guide and a bibliography on microcomputers and computer technology. (CL)

ED 263 752 FL 015 359

Phillips, Chiquita
Keeping Up with the Joneses. A Soap Opera for Adult ESL Students.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-0295-4
PUB DATE- 85
NOTE- 207p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Education; *Class Activities; Daily Living Skills; *Dramatics; *English (Second Language); Grammar; High Interest Low Vocabulary Books; Idioms; Instructional Materials; Interpersonal Competence; Job Search Methods; *Learning Activities; Listening Comprehension; Reading Comprehension; Second Language Instruction; Vocabulary
IDENTIFIERS- *Soap Operas

A series of high-interest, low English-language-learning-level stories developed for adult students of English as a second language are combined as a soap opera for classroom use. An introductory section outlines techniques for presentation of the texts on tape and in written form and for exercises in listening, making inferences, reading, and discussion. Suggestions are made for creative group follow-up activities. Each unit includes one story and a student worksheet with exercises for story comprehension, communication, grammar, vocabulary development, practice with idioms, discussion, and composition. The grammar and communication exercises are indexed, and lists of unit vocabulary items and idioms are appended. (MSE)

Cuninggim, Merrimon
The Pros and Cons of Advisory Committees.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- Jul 85
NOTE- 23p.; Document is printed in colored ink on colored paper.
AVAILABLE FROM- Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advisory Committees; *College Administration; *Fund Raising; Higher Education; Institutional Advancement; Needs Assessment; *Program Evaluation; *Public Relations; Recruitment; School Personnel

The structure and purposes of college and university advisory committees are discussed. An advisory or visiting committee is a voluntary extralegal group of advisors and/or supporters that provide aid in various ways to an educational institution, professional school, department, or major academic division. Advisory committees may be elected by the institution's board of trustees or its executive committee, or appointed by the president or a dean. The committee's composition is always a mix, with alumni, scholars, influential laymen, leaders of a profession, and perhaps a trustee or two. In size, advisory committees run from 4 to 60. Meetings may be held twice a year or less frequently. Seven major purposes of advisory committees are as follows: (1) to strengthen the academic program; (2) to improve the school's management; (3) to review and evaluate the mission, programs, and services of the college; (4) to recruit personnel; (5) to raise funds; (6) to promote public relations; and (7) to improve the school's relationships with other schools in and outside the university, with the university's central administration, church or state, community agencies, and professional organizations. The effectiveness of visiting committees is also addressed. (SW)

ED 263 839 HE 018 888

Clark, Sheldon B.; Finn, Michael G.

Foreign National Students at Colleges and Universities in the United States and in the Mid-South: Boon or Bane?

PUB DATE- 6 Nov 85
NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; *College Students; Comparative Analysis; Engineering; *Enrollment Trends; *Foreign Nationals; *Foreign Students; Higher Education; *Labor Market; *Majors (Students); Sciences
IDENTIFIERS- Alabama; Arkansas; Kentucky; Louisiana; Mississippi; Tennessee; *United States (South)

Characteristics of foreign national enrollments in colleges and universities in the U.S. Mid-South are discussed, along with implications of the presence of foreign nationals for colleges and the U.S. labor market. Enrollments of foreign nationals by field of study in 1982 are examined, along with their representation at the graduate level in science and engineering. Data are also provided on: enrollments by state and by type of institution (public and private, two- and four-year); the percentage of U.S. degrees awarded to foreign nationals in four selected disciplines; the percentage of foreign nationals who received U.S. science and engineering degrees during 1976-1979 who were in the U.S. work force in 1982 by five disciplines; and foreign nationals as a percentage of all Ph.D. new entrants into the U.S. labor force, 1980-1981, by four disciplines. Highlights are as follows: (1) 1982 and 1984 foregin student enrollments in Alabama, Arkansas, Kentucky, Louisiana, Mississippi, and Tennessee increased at a greater rate than for the nation as a whole; (2) Louisiana has a much larger percentage of foreign students than expected; and (3) many of the foreign nationals trained in U.S. colleges enter the U.S. labor market. (SW)

ED 263 853 HE 018 904

Stampen, Jacob O.; Reeves, Roxanne W.

Coalitions in the Senates of the 96th and 97th Congresses and Their Treatment of Student Aid. Program Report 85-7.

Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 53p.; For related documents, see HE 018 905-910.
GRANT- NIE-G-81-0009
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Federal Legislation; Higher Education; *Legislators; Political Influences; Politics; *Public Policy; *Student Financial Aid; Voting
IDENTIFIERS- *Congress 96th; *Congress 97th

The structure of U.S. congressional support for college student financial aid during the 96th and 97th Congresses was assessed. Senators' roll call votes on student aid legislation were analyzed, using factor and discriminant analysis. Using a content-free classification scheme, attention was directed to whether voting patterns were policy-determined, ideology-determined, or determined by other factors. The following questions were addressed: (1) whether relationships among given coalitions of senators were altered by changes in the political scene between the 96th and 97th Congresses; (2) whether senators present in both the 96th and 97th Congresses appeared in the same coalitions in each Senate; (3) whether constituent groups found individual senators within coalitions voting similarly in both Congresses; (4) whether coalition voting behaviors in both Congresses were distinguishable within and across policy dimensions; and (5) whether coalitions collaborate and/or compete to influence legislation. Constituency support was measured by averaging lobbyists' ratings of individual senators across coalitions. A distinct pattern of four differentiated multi-issue Senate coalitions emerged that were closely associated with political parties, two with each party. (SW)

ED 263 867 HE 018 919

Hansen, Janet S.; Wolfe, Mark L.
Student Loan Guarantee Agencies and Their Financing. A Working Paper.
College Entrance Examination Board, Washington, D.C.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Sep 85
NOTE- 31p.
AVAILABLE FROM- College Entrance Examination Board, 1717 Massachusetts Avenue, N.W., Suite 404, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Federal Aid; *Federal State Relationship; *Financial Policy; Financial Services; Higher Education; Insurance; *Loan Repayment; Money Management; Policy Formation; Program Administration; *Program Costs; Public Policy; *State Agencies; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *State Guarantee Agencies

Guarantee agencies and their financing are discussed in order to increase awareness of their role and to provide information for policy decisions. Information is provided on: the history of the Guaranteed Student Loan (GSL) program, sources and uses of funds by state guarantee agencies for fiscal years (FY) 1982 and 1984, federal advances repaid and outstanding for FY 1984, federal reinsurance of guarantee agency loan defaults, agency insurance premium policies by state, and reserves by state. It is concluded that some federal subsidies can probably be withdrawn without creating undue difficulties for state guarantee agencies, though other cutbacks would be more problematical. It is suggested that federal advance funds could be recalled if transition or alternative arrangements were made for a few (mostly new) agencies that could demonstrate real hardship from the loss of these funds. The loss of administrative cost allowances, however, especially if coupled with the recalling of advances, would create financial problems for many agencies. These problems would be exacerbated if other aspects of GSL, such as reinsurance, were also subject to revision. Several steps are suggested that might enhance the chances of finding federal cost savings without crippling the crucial functions performed by guarantee agencies in the student loan program. (SW)

ED 263 981 PS 015 421

Zill, Nicholas; And Others
Improving National Statistics on Children, Youth, and Families: A Report on Recommendations Made at the Interagency Conference on Child and Family Statistics (Bethesda, Maryland, April 12-13, 1984).
Child Trends, Inc., Washington, DC.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Sep 84
NOTE- 102p.; For related document, see PS 015 422.
GRANT- NSF-SES-8320681; RWJF-8866
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Agency Cooperation; *Children; Coordination; Data Analysis; *Data Collection; Data Interpretation; Day Care; Employed Parents; *Family Characteristics; Family Income; Family Structure; Health; Information Processing; Nutrition; Physical Health; *Program Improvement; Social Change; *Sociocultural Patterns; *Statistical Data; Statistical Surveys
IDENTIFIERS- *Federal Agencies

The Interagency Conference on Child and Family Statistics was organized around seven groups that were asked to develop specific recommendations for improving the federal statistical database on children and families. This booklet is a report on the recommendations made at the conference. The first part of the report distills and synthesizes the recommendations, representing a selective summary of those proposals that seemed to have broad support from conference participants. More specifically, topics addressed included (1) continued interagency coordination among the federal agencies, (2) modifications to existing data programs, (3) new data collection programs, and (4) maintaining basic statistical series on children and families. The second part of the report presents the complete set of recommendations made by each of the following seven issue groups: Health Status, Nutrition, and Use of Preventive Services in Infancy and Early Childhood; Family Income, Non-Cash Benefits, and Expenditures for Children; Family Structure, Parental Employment, and Child Care; Families, Schools, and Educational Outcomes; Health-Related Behaviors in Middle Childhood and Adolescence; Children as Victims and Offenders; and Special Populations of Children. (DST)

ED 264 067 RC 015 545

Rillo, Thomas J.
Outdoor Education: Beyond the Classroom Walls. Fastback Series 232.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-232-1
PUB DATE- 85
NOTE- 32p.
AVAILABLE FROM- Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Evaluation; Curriculum Design; *Curriculum Enrichment; *Discovery Learning; Educational Innovation; Educational Objectives; Elementary Secondary Education; Experiential Learning; *Learning Activities; Nontraditional Education; *Outdoor Activities; *Outdoor Education; Program Implementation

Outdoor education provides a setting in which students learn to discover things for themselves and should be an integral part of school curriculum. Beginning as soon as students and teachers step beyond the classroom, outdoor education employs methods of observation/discovery, research, and reflection. Small group instruction allowing full use of the five senses is necessary to a successful program as are references and resource materials at the program site. Teachers are not required to be subject specialists, but should have basic preparation in the techniques of outdoor education. An outdoor education committee is desirable to establish needs, articulate philosophies, plan the curriculum, collect resources and prepare materials, arrange inservice training, and evaluate the program. Types of outdoor education programs include resident, day-long, recreational, or cultural/aesthetic and each of these can be academic-centered or camp-centered. Methods of correlating outdoor education with school curriculum include vertical articulation, horizonal articulation, and modular approaches. Program evaluation is essential and should focus on specific objectives, particularly the personal meaning of the outdoor experience for each individual. A list of 8 objectives for experiences gained in an outdoor education program are provided and 12-20 outdoor activities are suggested for each of 7 curriculum areas. (LFL) activities are suggested for each of 7 curriculum areas. A list of resources on outdoor education concludes the document. (LFL)

ED 264 081 RC 015 571

Goldenberg, Claude N.
Low-Income Hispanic Parents' Contributions to the Reading Achievement of Their First-Grade Children.

PUB DATE- Oct 84
NOTE- 53p.; Paper presented at the Meeting of the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Expectation; Family Characteristics; Grade 1; *Hispanic Americans; Lower Class Parents; Lower Class Students; Mexican Americans; Parent Aspiration; *Parent Influence; *Parent Participation; *Parent Student Relationship; Parent Teacher Cooperation; Primary Education; *Reading Achievement; Reading Failure; *Reading Improvement

Case studies were used to explore parents' role in first-grade reading success of nine at-risk, low-income, Hispanic students in a small, predominantly Hispanic school district in Southern California. Refuting the theory that low achievement results from differences between home and school norms and values, the study found that all 15 parents valued educational achievement, were very interested in their children's progress, believed that achievement came through individual effort and persistence, were willing to help their children at home, responded to teacher suggestions of ways to help, and attended parent-teacher conferences. The study concluded that the key to effective parent involvement in reading success was steady, consistent help with reading curriculum at home. Family socioeconomic status, demographic characteristics, parental reading habits, and parents' attitudes toward children's academic achievement bore no relationship to reading success. Participant and non-participant observations, bilingual interviews with parents, teachers, and students, teacher rating scales, and decoding and word-recognition tests were used to explain children's varying first-grade reading achievement outcomes. Suggestions for parent involvement included teaching directly, reading to the child, reading games, and help in developing oral language abilities. Tables provide data on family characteristics and expectations and a form for teacher rating of attention and effort. (LFL)

ED 264 095   SE 046 255

Conserving Electrical Energy in Commerce and Industry. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).

REPORT NO.- ISBN-971-135-096-3

PUB DATE- Jul 85

NOTE- 29p.; For other documents in this series see SE 046 256-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Electricity; *Energy Conservation; Energy Education; Foreign Countries; *Fuel Consumption; Fuels; High Schools; *Industry; Science Education; *Secondary School Science

IDENTIFIERS- *Philippines

This module contains readings which explain the need to conserve electricity and describe how major electric energy users (the industrial and commercial groups) use and conserve electricity. The module also contains 10 self-check questions (with answers) and a list of references. Students completing the module should be able to: (1) compare the percent of electric consumption of different groups; (2) describe how individuals depend on oil as a source for generating electricity and understand the implications of such dependence; (3) recognize the trends in the contribution of different sources in producing electric energy and realize the importance of such trends; (4) describe how selected examples of commercial and industrial firms use and conserve electricity; (5) discuss how the government helps the commercial and industrial groups to conserve energy; and (6) discuss the importance of the combined efforts of all groups to conserve electricity. (JN)

Confidentiality of College and University Faculty Personnel Files: Its Appropriate Role in Institutional Affairs and Statement on Access to and Disclosures from Employee Records. Self-Regulation Initiatives: Guidelines for Colleges and Universities, Nos. 7 and 8.

American Council on Education, Washington, D.C.

PUB DATE- Feb 83
NOTE- 6p.
AVAILABLE FROM- Office of Self-Regulation Initiatives, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (free with self-addressed, stamped envelope).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrative Policy; College Administration; College Faculty; Confidentiality; *Confidential Records; *Disclosure; *Employment Practices; Faculty Evaluation; Higher Education; *Personnel Policy; Position Papers; *Privacy; Recordkeeping; *School Personnel
IDENTIFIERS- *Self Regulation

Guidelines for colleges concerning the privacy of employee records are presented in two policy statements. Institutional policy should minimize intrusiveness, maximize fairness, and create legitimate expectations of confidentiality. In addition to strengthening professional equity of treatment, confidentiality permits consideration of both adverse criticism and positive advocacy. Principles that should be followed in formulating an employee privacy policy are identified, with attention to: external investigations, criminal records, consent to disclosure, designation of available records, review and correction of records, internal use, and external disclosure of information. Prior to gathering information about an individual from sources outside the institution, the college should notify the individual. An institution should not solicit or consider information regarding an employee's arrest record except as consistent with statute, government regulation, or court decision. The college should not disclose from official records personally identifiable information about an individual without explicit authorization of such individual, except in certain circumstances, which are identified. (SW)

Suniewick, Nancy; El-Khawas, Elaine
General Education Requirements in the Humanities. Higher Education Panel Report No. 66.
American Council on Education, Washington, D.C. Higher Education Panel.
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- Oct 85
NOTE- 37p.; An errata sheet is included.
CONTRACT- NSF-SRS-8117037
AVAILABLE FROM- American Council on Education, Higher Education Panel, One Dupont Circle, Washington, DC 20036 (free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Associate Degrees; *Bachelors Degrees; Core Curriculum; *Degree Requirements; *General Education; Higher Education; *Humanities; Questionnaires; *Required Courses; School Surveys; Undergraduate Study

General education requirements in the humanities at American colleges and universities were studied by the Higher Education Panel in spring 1984, based on usable surveys returned by 374 of the 454 institutions to which the survey had been sent. Data from the colleges were statistically weighted to reflect the national population of 2,566 institutions offering two- and four-year degrees. Findings include: on average, 45 semester hours of general education were required in four-year programs and 26 hours in two-year degree programs; English composition was a core subject, required for all degree candidates by about 9 in 10 institutions; baccalaureate colleges showed a stronger pattern of humanities requirements than other institutions; in addition to English composition, about half of baccalaureate colleges required all students to take courses in English or American literature, world civilization, and philosophy. Information is also provided on humanities subjects that were not required, the use of secondary versus primary reading sources, foreign language requirements, and differences at public and private colleges. Appendices include a facsimile of the survey, a description of the stratification design, a comparison of characteristics of responding and nonresponding institutions, and an explanation of the reliability of the survey estimates. (SW)

ED 263 881 IR 011 867

Streibel, Michael J.
A Critical Analysis of Computer-Based Approaches to Education: Drill-and-Practice, Tutorials, and Programming/Simulations.
PUB DATE- Apr 85
NOTE- 65p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Simulation; *Computer Software; *Drills (Practice); Futures (of Society); Man Machine Systems; Mastery Learning; Problem Solving; *Programed Tutoring; Programing; Teaching Methods
IDENTIFIERS- *Computer Uses in Education; *Tutorial Mode

Three major approaches to the use of computers in education are examined, serious limitations of each are presented, and questions are raised as to the efficacy of technologolizing education. The drill and practice approach is shown to embody a deterministic, behavioral technology that turns learning into a systematically-designed and quality-controlled form of work. Computerized tutorial programs are shown to extend the behavioral and technological approach to learning even further by shaping interactions via an external agent's intentions in order to maximize the learner's performance gains. Most seriously, computerized tutorial interactions pre-empt the personal intellectual agency and ultimately inner-directed learning. Finally, the use of computers is shown to limit the learner's mental landscape to objective, quantitative, and procedural tools. A list of references completes the document. (JB)

ED 263 911 IR 011 900

Programmatic Definition for Computer Education.

Maryland State Dept. of Education, Baltimore. Div. of Instruction.

PUB DATE- Sep 83
NOTE- 11p.; Prepared by Task Force on Use of Computers in Instruction. Document is printed in colored ink on colored paper. For related document, see IR 011 901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; Computer Science Education; Curriculum Development; Elementary Secondary Education; *Microcomputers; Public Schools; State Curriculum Guides; State Departments of Education; Statewide Planning; Teaching Methods
IDENTIFIERS- *Computer Uses in Education; Maryland

A task force on the use of computers in instruction was appointed by the Maryland Deputy State Superintendent of Schools to respond to requests of state local education agencies for assistance with computer education. One result of the deliberations of that group is this paper, which establishes the programmatic definition for a comprehensive computer education program for the public schools of Maryland. Divided into three main sections, the paper covers computers as the instructional focus, computers as instructional support, and program recommendations. Goals and subgoals are presented for each of the first two topics; the third lists seven recommendations for local education agencies to follow in implementing computer education programs. A list of task force members completes the document. (JB)

ED 263 925 IR 051 354

Neroda, Edward

An Integrated Library System: Preliminary Considerations.

PUB DATE- Sep 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Libraries; Computers; Higher Education; *Library Automation; Library Cooperation; *Library Networks; *Library Services; *Library Technical Processes; Position Papers; Technological Advancement
IDENTIFIERS- *Eastern Montana College

Noting difficulties experienced by small to medium sized colleges in acquiring integrated library computer systems, this position paper outlines issues related to the subject with the intention of increasing familiarity and interest in integrated library systems. The report includes: a brief review of technological advances as they relate to library development; a chronology of current computer utilization within the Eastern Montana College Library; faculty and student perspectives on anticipated system benefits; general system standards and specifications; library system marketplace statistics; and cost-related issues. The paper was prepared as part of a campus-wide planning process and incorporates a current literature review. (Author/THC)

ED 263 939 JC 850 586

Kassebaum, Peter
Agriculture: A Modular Approach. Cultural Anthropology.
College of Marin, Kentfield, Calif.
PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agriculture; *Anthropology; *Cultural Context; Cultural Influences; Learning Activities; Learning Modules; *Socioeconomic Influences; *Technological Advancement; Two Year Colleges

Designed for use as supplementary instructional material in a cultural anthropology course this learning module introduces the student to some of the major trends associated with agriculture and its impact upon cultural evolution and complexity. The first section of the module describes major innovations such as animal power, irrigation and the plow, which ushered in the era of agriculture; and technological advances which supported the expansion of agricultural societies. The advances in agricultural technology brought about by the industrial revolution are described next, discussing their impact on traditional economic structures. A section on Third World issues related to agriculture examines agrarian reform and the role of multinational corporations. Next, a section explores recent developments in agriculture in the west such as capital intensive agriculture, the use of pesticides, fertilizers and corporate farms. Finally, the worldwide problem of hunger and the need for an alteration of economic priorities is described. Performance activities related to information presented in the module are included. (LAL)

ED 263 953 JC 850 604

Hoffman, Beverly; Lucas, John A.

Evaluation of Response to Inquiries Made to the Office of Student Outreach. Research Report Series Volume XIV, No. 1.

William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.

PUB DATE- 16 Sep 85

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; *Information Needs; Information Utilization; *Outreach Programs; *Participant Satisfaction; Program Evaluation; School Publications; Surveys; Two Year Colleges

IDENTIFIERS- William Rainey Harper College IL

In spring 1985, the Office of Student Outreach at William Rainey Harper College (WRHC) in Illinois initiated a study to determine the effectiveness of their responses to telephone and mail inquiries for information about the college. A survey was mailed to a sample of 420 inquirers, asking about their information needs, their evaluation and use of the materials they received, their unmet information needs, their preferred types of information sources, and their age and enrollment status. Study findings, based on a 70% response rate, included the following: (1) over 90% of the inquirers received information from WRHC within 2 weeks of their request; (2) 62% wanted information about a specific academic course or program; (3) 98.7% received some sort of material from the college, with 83% getting a catalog and 50% an application form; (4) 96% described the material they received as helpful and informative; (5) 34% had been prompted to contact WRHC by a friend or relative; (6) when asked what needed information had not been supplied, 21% mentioned the schedule of classes and 16% the names of contact persons; (7) as a result of receiving the literature, 26.6% said they decided to enroll at WRHC; (8) 83% preferred to learn about WRHC through mail to their homes; and (9) about 23% of the inquirers had not discussed the material they received with anyone, but of those who did, 90% discussed it with friends or relatives as opposed to professional contacts. The survey instrument is appended. (LAL)

ED 263 968 JC 860 016

Havlic, Susanne; And Others
Follow-Up Study of Former Journalism Students, 1969-1984. Research Report Series Volume IV, No. 4.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 10 Dec 85
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Job Placement; Journalism; *Journalism Education; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Self Evaluation (Groups); Two Year Colleges; Two Year College Students; Vocational Followup
IDENTIFIERS- *William Rainey Harper College IL

As part of the overall evaluation of the journalism program at William Rainey Harper College (WRHC) in Illinois, a follow-up survey of former students was conducted to determine current activities and perceptions of the program. Questionnaires were mailed to 236 of the 310 students who had, for the most part, passed three or more journalism classes, yielding a response rate of 52%. Study findings included the following: (1) after an average of 7 years since leaving WRHC, 70% of the respondents were employed full-time and another 16% were employed part-time; (2) among the employed respondents, 55% were working in a field at least closely related to journalism, as compared to the collegewide average of 69% for career alumni; (3) of the 57 working alumni who were not employed in a journalism-related field, 24 had once worked in the field and many commented that their journalism background had value for their present endeavor; (4) the average full-time annual salary of the journalism students was very similar to that of all career alumni; (5) 47.5% of the respondents indicated that they had not met their career goals at all; (6) 73.5% continued their education after leaving WRHC, and 49% had achieved a bachelor's degree; and (7) 66% of the employed respondents found their jobs on their own, as compared to 44% of the career alumni as a whole. The study report includes student comments and the questionnaire. (EJV)

ED 263 996 PS 015 460

Moely, Barbara; And Others
The Teacher's Role in Facilitating Memory and Study Strategy Development in the Elementary School Classroom. Final Report.
Tulane Univ., New Orleans, La.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 85
NOTE- 180p.
GRANT- NIE-G-83-0047
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Development; Elementary Education; *Elementary School Students; Expectation; Factor Structure; *Memory; *Metacognition; *Study; *Teacher Behavior; *Teacher Role; Teacher Workshops
IDENTIFIERS- *Strategic Behavior

A three-phase investigation of memory and metacognitive development was conducted to learn how teachers structure children's study activities to develop memory and metacognitive skills. In the first study, observations of 69 teachers of kindergarten through sixth grade classes showed a peak in strategy suggestions at the second and third grades. Factor analysis showed that use of cognitive strategy suggestions by teachers is a unique aspect of instruction. Teachers showed awareness of developmental change and differences related to achievement level in their expectations for children's memory strategy use, memory knowledge, and use of memory monitoring abilities. The second study compared children whose teachers were either high or low in frequency of cognitive strategy suggestions. Strategy use and metacognitive concepts of first through third grade children were assessed in a memory training task and in arithmetic and spelling tasks. Average and low achievers whose teachers were high in strategy suggestions showed strong maintenance of a trained memory strategy. Few differences related to teacher characteristics appeared on other tasks. The third aspect of the project was a workshop for elementary school teachers, in which information on memory and metacognitive development and memory training was presented, along with many examples of ways in which teachers can facilitate children's memory. (Author/RH)

ED 264 010 PS 015 480

Institute of Family Studies 1984-85 Annual Report.
Institute of Family Studies, Melbourne (Australia).
PUB DATE- 85
NOTE- 81p.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth Street, Melbourne, Victoria 3000, Australia.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Data Analysis; Databases; *Family (Sociological Unit); *Family Programs; Financial Support; Foreign Countries; *Information Services; *Program Proposals; Public Policy; Research and Development; *Research Coordinating Units; Research Needs; *Research Projects; Research Utilization; Sociocultural Patterns
IDENTIFIERS- *Australia

The Institute of Family Studies has completed its fifth year of operation; its future development depends on a clear statement of government support backed by sufficient staff and financial resources. This report focuses on current operating difficulties, structure, and achievements and activities of the Institute during the 1984-85 fiscal year. The first section, entitled "Facing the Future," discusses budget restrictions and reviews the Institute's role and functions. The second section, "Structure and Functions," identifies the membership and staff and reports the financial statement for 1980-81 through 1984-85. The third and longest section, "Operations," discusses social structure and family process, family law, the Children in Families Project, family support projects, family policies, and research development. The last section, "Information Collection and Dissemination," reviews the Institute's information and reference services, Family Database, publications program, media coverage, and staff lectures and publications. (DST)

Robinson, Clyde C.; Jackson, Ronald
The Effects of Varying Structure within a Prototypical Play Object on the Solitary Pretend Play of Preschool Children.
PUB DATE- Jun 85
NOTE- 30p.; Paper presented at the Association for Childhood Education International Study Conference (San Antonio, TX, June 18-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Creativity; Interest Research; *Preschool Children; Preschool Education; *Pretend Play; *Toys
IDENTIFIERS- Distraction; *Solitary Play

Claims about the relative holding-power and play-versatility of toys either low or high in amount of realistic detail, such as miniature metal cars, were tested in a solitary play environment with and without the use of props. Subjects were 36 middle-class preschool children. Results suggest that, when structure is varied within the toy prototype, high-detailed cars had a greater holding power than low-detailed cars on children's pretend play, a finding contrary to prevalent claims. Significantly less distracted behavior occurred with high-detailed cars. Contrary to claims about the versatility of play, no significant differences were found between children exposed to high- and low-detailed cars in the number of play categories they engaged in. While props, such as roads, had little impact upon the length of time children spent in pretend play, they did focus the children's play upon prototypic-theme behaviors. It is concluded that a prototypic toy seems to elicit a somewhat fixed repertoire of play behaviors in preschool children playing alone. Increasing the amount of realistic detail on the prototypic toy does not appear to enhance the versatility of toy-manipulation behaviors, but it does appear to influence the duration of play. (Author/RH)

ED 264 040 PS 015 531

Osborne, Judy
Stepfamilies: The Restructuring Process.
PUB DATE- 83
NOTE- 29p.; Document contains small type.
AVAILABLE FROM- Judy Osborne, 353 Walnut St., Brookline, MA 02146 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cognitive Restructuring; Conflict; *Conflict Resolution; *Emotional Adjustment; Family Counseling; Family Environment; *Family Relationship; Fantasy; Helping Relationship; *Social Adjustment; *Stepfamily

Intended primarily for professionals, this booklet describes a process of psychosocial restructuring through which, sometimes with help, members of stepfamilies may assimilate the reality of their new situation. Sections of the discussion focus on phases in the restructuring process: fantasy; pretending; panic; and the emergence of a new family reality involving conflict, re-working, and moving on. Characteristic of the fantasy phase are the 'good' and 'bad' fantasies about the new partnership and the new family. In the pretending phase, stepfamily members pretend to be the collection of fantasies they bring to the new family. Essentially, the panic phase arrives when one or more people in the family begin to recognize their unique, individual view of the family and of other family members and, consequently, start to feel like an outsider. The conflict phase is that time in which the couple and/or family as a whole confront highly charged differences in values, traditions, histories, standards, styles, perceptions, and skills. During the re-working phase conflicts are perceived in new and different ways and members begin to create relationships. Now, moving on, stepfamily members are better able to appeciate and explore the differences within their new family, differences which often become assets. Experience suggests that movement through the process takes at least 4 years. (RH)

ED 263 722 EC 180 992

Bossing, Lewis
A Survey of Career Education for Gifted and Talented Students in West Kentucky.
PUB DATE- 83
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Education; Career Guidance; Elementary Secondary Education; *Gifted; *Guidance Programs; Occupational Information; Program Development; Questionnaires; Talent; Teaching Methods
IDENTIFIERS- *Kentucky

A survey was conducted to determine the nature of career education programs provided for gifted/talented (G/T) students in the West Kentucky service region. Thirteen gifted coordinators completed questionnaires on programing. All respondents indicated that some type of pull out program was employed for their G/T students. Fifteen percent also provided instruction for G/T students outside the regular school day. Sixty-nine percent indicated that career education information was presented within the context of the G/T program and 31% indicated it was not addressed. Thirty-one percent indicated that career education was part of the regular instructional program. The majority (85%) of respondents believed that G/T teachers would be interested in career education information for their students. The survey questionnaire is appended. (CL)

ED 263 737 EC 181 309

Houchin, John F., Sr.; And Others
A Model for Adult Continuing Education Programs for Retarded Citizens.
PUB DATE- 28 May 85
NOTE- 25p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; *Continuing Education; Curriculum Development; *Individual Development; Institutionalized Persons; *Mental Retardation

A program of continuing education was developed for institutionalized mentally retarded persons based on the premise that the clients would determine the direction and content of their education. The program involves a curriculum of academic subjects, electives, a student government, and a generic education program. There is a strong emphasis on human rights, independence, and personal choice. Although the process is slow, there is progress toward clients making the very difficult decision to attend continuing education in community settings. Initial program evaluation suggests that clients have become more aware of options, have experienced increased opportunities to make decisions in relation to these options, and have learned to live with the consequences of their decisions. (Author/CL)

ED 263 753 FL 015 360

Egan, Dennis, Ed.
TEAM. English Language Center. Numbers 43-45, Spring-Winter 1983.
University of Petroleum and Minerals, Dhahran (Saudi Arabia). English Language Center.
PUB DATE- 83
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Arabic; Book Reviews; *Classroom Techniques; Cloze Procedure; *College Second Language Programs; *Course Content; Cross Cultural Training; *English (Second Language); Foreign Countries; Grammar; Higher Education; Intensive Language Courses; Introductory Courses; Notional Functional Syllabi; Second Language Instruction; Vocabulary Development; Writing (Composition)

Three issues of the journal "TEAM" are presented. Each issue contains feature articles, a section on teaching techniques, book reviews, English Language Center news items, and announcements. The articles in these three issues deal with the following topics: the freshman English course at the University of Minerals and Petroleum, a course in writing English, the cultural orientation vocabulary component, notional-functionalism, cloze procedures, English as an international language, cliches in British and American English, a rule for translating Arabic Measure V verbs into English, English for Special Purposes in King Abdulaziz University, a description of an intensive language program, factors leading to success in second language learning, and English and Arabic phonology. The sections on teaching techniques discuss some contextualized grammar exercises, science and technical readers, task listening, a guided reading and speaking activity using cloze procedure, and suggestions for presenting some features of English grammar. (AMH)

ED 263 769 FL 015 390

McGroarty, Mary
Teacher Priorities in Secondary ESL and EFL Instruction.
PUB DATE- 85
NOTE- 11p.; Paper presented at the annual meeting of the California Association of Teachers of English to Speakers of Other Languages (16th, San Diego, CA, April 1985). In: CATESOL (California Association of Teachers of English to Speakers of Other Languages) Occasional Papers, Number 11, Fall 1985. p93-102.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; Cultural Awareness; Curriculum Development; *Educational Objectives; *English (Second Language); Foreign Countries; Large Group Instruction; Learning Processes; Material Development; Reading Instruction; Secondary Education; Second Language Instruction; Surveys; *Teacher Attitudes; Teacher Education

Two groups of teachers of English as a second language (ESL), a California group of 133 and a Venezuelan group of 55, were surveyed about their perceived areas of instructional need. The three top needs of the California group were ESL instruction in the content areas, program design for preliterate students, and materials development. The needs expressed by the Venezuelans included strategies to teach reading in English, teacher knowledge of language learning, and methods to use in very large classes. The common elements in the two lists of teacher concerns show the teachers' awareness of some of the themes current in second language learning theory and research. Both groups are interested in using content other than language for teaching English; the Venezuelan group, to provide interest in large classes, and the California group, to improve the fit between English and other secondary school subjects. Both mention mastery of a variety of teaching techniques as important. The differences in the lists demonstrate the profound influence of student population and institutional setting on second language instruction. The results can help those developing materials to serve the needs of teachers in different settings with different objectives. (Author/MSE)

ED 263 784 FL 015 406

Park, Wook; And Others
Critical Issues in the Use and Teaching of the Native Language to Asian Limited English Proficient Students.
PUB DATE- 84
NOTE- 9p.; In: Language Key to Learning. Selected Papers from the Annual State Convention of the Illinois Teachers of English to Speakers of Other Languages/Bilingual Education (12th, 1984). Volume V. (FL 015 399).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingual Education; *English (Second Language); *Immigrants; *Language of Instruction; Language Skills; *Limited English Speaking; Linguistic Theory; *Native Language Instruction; Second Language Learning; Teacher Attitudes; Transfer of Training
IDENTIFIERS- *Asians

A discussion of the use of native languages in the instruction of limited English proficient Asian students addresses three questions: (1) whether the students' native language should be used as a means of instruction; (2) whether there is a transfer of skills from the native language to the second language; and (3) how the language and culture of the language minority children can effectively assist in the learning of English language skills. The discussion draws on information gathered from a survey of teachers of Asian language minority children, observations presented by teaching personnel representing bilingual, English as a second language, and immersion programs serving these populations throughout Illinois, and a dialogue between practitioners and theorists. It is concluded that teaching in the native language is highly recognized and most recommended for concept development and that the transfer of cognitive and academic proficiency is easier than the transfer of basic communicative skills from the native language to English. It is noted that the native language, vocabulary, phonology, grammar, writing system, syntax, learning styles, and cultural implications are similar in most Asian languages, and that these areas do facilitate progress from the native language to English. (MSE)

ED 263 896 IR 011 882

Akiyama, Takashiro; Kodaira, Sachiko Imaizumi

The Role of Educational Broadcasts in Japanese Schools.

Japan Broadcasting Corp., Tokyo. Radio and Television Culture Research Inst.
PUB DATE- 84
NOTE- 51p.; For related documents, see IR 011 881-883.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Innovation; *Educational Radio; *Educational Television; Elementary Secondary Education; Foreign Countries; History; National Surveys; Programing (Broadcast); Teaching Methods; *Television Research; Use Studies; *Video Equipment; Videotape Recordings
IDENTIFIERS- *Japan

School broadcasting has a relatively long history in Japan. Radio programs intended for school use were inaugurated by NHK (Japan Broadcasting Corporation) in 1935, and school television broadcasting began in 1953. As of April 1983, the NHK sends 13 hours and 50 minutes of radio programs and 33 hours and 30 minutes of television programs per week, which are aimed at various levels of students from kindergarten through senior high. Approximately 22,500 (or 90%) of primary schools use at least some of NHK's school broadcasts. One of the changes in educational broadcasting in schools in the past 10 years has been the diffusion of videotape recorders (VTRs), and the increase in use of recorded programs. Many schools are now setting up VTR tape libraries for school use. This paper introduces the history of educational broadcasting in schools, and discusses current problems of school broadcast utilization based on results from various research and studies, including nationwide annual surveys of the utilization of school broadcasting since 1950. (Author/JB)

ED 264 054 RC 015 519

Educational Planning Information for the Chinle Unified School District No. 24.

Tonigan (Richard F.) and Assoc., Ltd., Albuquerque, N. Mex.

PUB DATE- Jun 85

NOTE- 87p.; Prepared for Dean and Hunt, Architects, Albuquerque, NM.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *American Indian Education; American Indian Reservations; *Disadvantaged Schools; Educational Change; *Educational Facilities Improvement; Educational Facilities Planning; *Educational Planning; Elementary Secondary Education; Institutional Characteristics; Rural Schools; *School Effectiveness; School Surveys; Transitional Schools

IDENTIFIERS- *Arizona (Chinle); *Navajo (Nation)

This educational and architectural masterplan prepared for an architectural firm was a major component of the educational reform plan of a remote school system enrolling approximately 3,300 students on the Navajo Reservation in northeastern Arizona. The study found the chronic underfunding of P.L. 81-815, Federal Impact Aid for Indian reservation-located public schools, had resulted in unsafe, inadequate, and overcrowded facilities, high staff turnover, and student standardized test median scores among the very lowest in the state. The report drew information from staff interviews, facilities tours, school documents, and questionnaires to all school employees to evaluate physical facilities, staffing, curriculum, and special programs of the four elementary, one junior, and one senior high schools. The schools were found to be disadvantaged in all areas: physical facilities were badly in need of repair, replacement, and expansion; teaching and administrative staff were demoralized and needed stable leadership, community support, and professional development opportunities; curriculum in the high school needed immediate evaluation and revision; all schools needed bicultural bilingual augmentation. The special education program was found to be satisfactory. Recommendations were made for improvement in all areas with special emphasis given to the high school. Tables and figures illustrate the text. (LFL)

ED 264 112 SE 046 272

Making Your Own Hollow Blocks. What We Make. Science and Technology Education in Philippine Society.
Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.
SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
REPORT NO.- ISBN-971-135-07-5
PUB DATE- Feb 84
NOTE- 14p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Bricklaying; *Construction Materials; Foreign Countries; High Schools; Learning Activities; Science Education; Secondary School Science
IDENTIFIERS- *Bricks; *Philippines

The procedures needed to make hollow blocks from palay hull, sawdust, soil, or sand are outlined in this module. Also outlined are the procedures needed to construct the wooden molds used to make the blocks. The hollow blocks can be used in building a one story house where the roof does not rest on the hollow block wall, an additional room to the school house, the school garden wall, plant boxes, or compost pits. (JN)

ED 263 812 HE 018 854

Kinnison, William
Development Committee. AGB Standing Committee Series.
Association of Governing Boards of Universities and Colleges, Washington, D.C.
PUB DATE- 84
NOTE- 21p.; This publication was made possible in part by a grant from the Frost Foundation.
AVAILABLE FROM- Trustee Information Center, Association of Governing Boards of Universities and Colleges, One Dupont Circle, Suite 400, Washington, DC 20036 ($2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Committees; *Fund Raising; *Governing Boards; Higher Education; *Institutional Advancement; Leadership Responsibility; *Program Administration; *School Funds; Trustees
IDENTIFIERS- *Development Committees

The structure and functions of college development committees are discussed. The development committee of a board of trustees, also known as "the institutional advancement" committee, is responsible for ensuring the operation of the fund-raising program. Whether the development committee works through a foundation or directly for the college or university, its role has four major components: (1) ensuring that fund-raising efforts align clearly with the mission statement; (2) understanding the need for fund-raising and being able to educate and encourage other board members to participate in raising funds; (3) monitoring the operation of the development program; and (4) undertaking the process of gift-getting. The development committee should be composed of a chairperson and at least six to eight members. Typical committee agenda include: review of progress toward current year goals; review of long-term objectives; and review of one or two major topics. Additional committee responsibilities are: set institution policy and guidelines for fund raising; help evaluate the development staff and budget; assist in getting the most effective use of fund-raising counsel; help set goals for board member giving; and identify, evaluate and assign gift prospects. (SW)

Davison, Richard L.; And Others
Fall 1985 Enrollments, North Dakota Institutions of Higher Education.
North Dakota State Board of Higher Education, Bismarck.
PUB DATE- Oct 85
NOTE- 68p.
AVAILABLE FROM- North Dakota State Board of Higher Education, Bismarck, ND 58505.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Credits; College Students; *Enrollment Trends; Full Time Equivalency; *Full Time Students; Higher Education; In State Students; Out of State Students; *Part Time Students; *Place of Residence; *State Colleges; Student Characteristics
IDENTIFIERS- *North Dakota; Public Colleges

Fall 1985 enrollment data for North Dakota state colleges and universities are presented in 12 tables, based on data supplied by the institutions. Headcount enrollment for each institution is provided for the following categories of students: freshman, sophomore, junior, senior, graduate, special/unclassified, and professional. A similar format is used to present full-time enrollments, total student credit hours of part-time students, full-time equivalent enrollments of part-time students, total of full-time and full-time equivalent of part-time enrollment, and full-time equivalent enrollments based on total student credit hours by level of students. Additional tables cover: nonresident headcount undergraduate enrollment by state; nonresident graduate and professional headcount enrollments by state; headcount enrollments by county of residence for North Dakota students; total in-state enrollment by county of origin; in-state enrollments by county of origin for each college and university, 1980-1985; headcount enrollments for each institution by race, veteran status, sex, marital status, and transfer status; and total student credit hours produced by student level for each institution. (SW)

Hansen, W. Lee; And Others
The Impact of Student Earnings in Offsetting "Unmet Need." Program Report 85-9.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 39p.; For related documents, see HE 018 904-910.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dependents; *Financial Needs; Higher Education; *Need Analysis (Student Financial Aid); Parent Financial Contribution; State Colleges; Student Costs; *Student Employment; *Student Financial Aid; *Undergraduate Students; Work Study Programs
IDENTIFIERS- Public Colleges; *Unmet Student Financial Needs

The amount of earnings by dependent college students with unmet financial need was assessed in 1983-1984, along with the extent to which student earnings reduce or eliminate unmet need. Aggregated data on imbalances among costs, resources (including expected parent contributions and student earnings), and financial aid were examined for full-time undergraduates. The data, which were obtained from the Public Higher Education Student Aid Recipient Data Base, were weighted to reflect the number of aid recipients in public four-year institutions. The analysis included four income categories and distinguished between work-study earnings and earnings from other jobs. The findings show that the need-based financial aid system awarded relatively similar amounts of financial aid to students regardless of whether they augmented their resources through work. Students who did not work displayed substantial unmet need; those who worked had enough resources to finance their college expenses. Five recommendations are offered, including increasing the appropriation for work-study jobs, and incorporating actual or expected student earnings in the calculation of estimated financial need. (SW)

ED 263 868 HE 018 920

Levy-Reiner, Sherry, Ed.
Collaborative Learning.
Association of American Colleges, Washington, D.C.
PUB DATE- Dec 85
NOTE- 19p.
AVAILABLE FROM- Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; *Cooperative Programs; Higher Education; Learning Experience; Peer Relationship; *Peer Teaching; Program Descriptions; Research Projects; Student Evaluation of Teacher Performance; *Student Participation; *Student Research; *Teacher Student Relationship; Teamwork
IDENTIFIERS- Alverno College WI; City University of New York Queens College; *Collaborative Learning; DePauw University IN; Dickinson College PA; Pace University NY; State University of New York Stony Brook; Tufts University MA; University of Delaware; University of Minnesota Morris; Washington and Lee University VA

Descriptions of 10 college programs involving collaborative learning are presented, along with Karen T. Romer's essay, "Collaboration: New Forms of Learning, New Ways of Thinking." The essay identifies various kinds of collaborative learning as well as the benefits of collaborative models. The following programs and schools are described: the senior psychology seminar (Alverno College); student assistance in teaching freshman composition (City University of New York, Queens College); collaborative research partnerships between undergraduates and faculty (University of Delaware); the Student Observer Program that provides feedback to faculty (DePauw University); student paraprofessionals working in programs, including tutorial and academic enrichment programs (Dickinson College); collaboration through structured learning experiences, including students helping students (University of Minnesota at Morris); sharing ethical concerns (Dyson College Society of Fellows at Pace University); Federated Learning Communities and linking of the disciplines (State University of New York Stony Brook); the Experimental College (Tufts University); and student research in anthropology (Washington and Lee University). An annotated bibliography of resources is included. (SW)

ED 264 011 PS 015 483

Study of the Regulation of Child Care in Hawaii: A Report to the Legislature of the State of Hawaii. Report No. 85-12.

Hawaii State Dept. of Education, Honolulu. Office of the Legislative Auditor.

PUB DATE- Feb 85
NOTE- 75p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Day Care; *Day Care Centers; *Evaluation Utilization; Facilities; Facility Guidelines; *Family Day Care; Policy Formation; Prevention; Program Administration; Program Effectiveness; *Program Evaluation; *State Legislation
IDENTIFIERS- *Hawaii; Historical Background; Regulatory Programs

This report focuses on the legal framework governing the operations of child care centers and family day care homes in the state of Hawaii. The scope, adequacy, and effectiveness of these regulations in protecting the health, safety, and welfare of young children are reviewed. A secondary focus is the management of the child care regulatory program by the Department of Social Services and Housing. Chapter 1 states the objectives and scope of the study and outlines the organization of the report. Chapter 2 provides background information on child care and its regulation nationally and in Hawaii, and chapter 3 discusses some principles relating to government regulation and the adequacy of child care regulations. The management of the child care regulatory program by the Department of Social Services and Housing is examined in chapter 4. Chapters 5 and 6 assess, respectively, the effectiveness of Chapter 892 (the laws for licensing child care centers and group day care homes) and Chapter 891 (laws issued for the licensing of family day care homes). A summary of the report is provided in chapter 7. (DST)

ED 264 068 RC 015 546

Hollenhorst, Steven; Ewert, Alan

Importance-Performance Evaluation: A Method of Discerning Successful Program Components.

PUB DATE- Mar 85

NOTE- 7p.; Paper presented at the American Camping Association Convention (Atlanta, GA, March 13, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adventure Education; Camping; Experiential Learning; High School Students; Marketing; Matrices; *Outdoor Activities; Outdoor Education; *Participant Satisfaction; Program Effectiveness; *Program Evaluation; *Student Attitudes

IDENTIFIERS- *Voyaguer Outward Bound School

Questionnaires completed by 53 high school age students from the Voyaguer Outward Bound School (VOBS) were analyzed to determine how well the program met the perceived needs/expectations of the students. Prior to the course, participants ranked the 17 course components in order of perceived importance, and following the course they indicated how effectively each component was delivered. Importance and performance ratings were plotted on a matrix divided into four quadrants: (1) highest importance and highest performance; (2) lower importance and high performance; (3) lower importance and low performance; and (4) high importance and low performance. Results indicated the VOBS successfully met the expectations of students in the areas of overall course rating, expedition/wilderness travel, solo, skills training, first aid/emergency care training, and rock climbing. Components rated very important but judged low in performance were whitewater activities, food quality, basecamp activities, group dynamics, ropes course, and transportation arrangements. These items should receive priority attention in program improvement efforts while items rated low in importance and performance warrant less attention, and items rated low in importance and high in performance can be left alone. The importance-performance matrix can help managers evaluate programs and compete more successfully in the outdoor/experiential education market. (JHZ)

ED 264 082 RC 015 572

Indian Juvenile Alcoholism and Eligibility for BIA Schools. Hearing before the Select Committee on Indian Affairs. United States Senate, Ninety-Ninth Congress, First Session on S. 1298 and S. 1621.

Congress of the U.S., Washington, D.C. Senate Select Committee on Indian Affairs.

REPORT NO.- Senate-Hrg-99-286

PUB DATE- 18 Sep 85

NOTE- 330p.; Some pages may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Admission (School); Adolescents; Alcohol Education; Alcoholism; *American Indian Education; American Indian Reservations; American Indians; *Drug Abuse; *Drug Education; Drug Rehabilitation; Elementary Secondary Education; Federal Indian Relationship; *Federal Legislation; Hearings; Prevention; Rehabilitation Programs; Tribes; *Youth Programs

IDENTIFIERS- Bureau of Indian Affairs; *Bureau of Indian Affairs Schools; Congress 99th; Indian Health Service

The Senate Select Committee on Indian Affairs met to receive testimony on a bill (S. 1298) to coordinate and expand services for the prevention, identification, and treatment of alcohol and drug abuse among Indian juveniles and a related bill (S. 1621) concerned with eligibility for attending Bureau of Indian Affairs (BIA) schools. Most testimony concerned S. 1298, which addresses the problem of alcohol and drug abuse among Indian youth by requiring: more coordination of information and services between the BIA and the Indian Health Service (IHS); training of all personnel working directly with Indian youth; a more comprehensive education program in BIA schools; alternative placements for children arrested for drug and alcohol related offenses; and more comprehensive alcohol and drug abuse treatment centers that include detoxification facilities, counseling services, and follow-up care. This report includes the texts of the bills, transcription of the hearing proceedings, and numerous prepared statements from government agencies and tribal organizations. Statements from the BIA and IHS support the goals of S. 1298 but do not support the bill as a means to achieve those goals. Statements by tribal representatives are largely supportive of the bill, but include suggestions for insuring enforcement funding, local authority, etc. (JHZ)

ED 264 096 SE 046 256

Borrowing Money. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).

REPORT NO.- ISBN-971-135-077-7

PUB DATE- Oct 84

NOTE- 22p.; For other documents in this series see SE 046 255-274.

AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($2.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Credit (Finance); *Financial Needs; Foreign Countries; High Schools; Learning Activities; *Loan Repayment; Money Management; Science Education; Secondary School Science

IDENTIFIERS- *Philippines

This module discusses several borrowing schemes to help students see more clearly the effects of borrowing money on both the lender and the borrower. They include borrowing from personal lenders, from "5-6" operators, and from credit unions. Three exercise sets with answers (one for each borrowing scheme), a short list of references, and a glossary are included. (JN)

Houchin, John F., Sr.; And Others
Client Governance of Educational and Vocational Programming.
PUB DATE- 28 May 85
NOTE- 19p.; Paper presented at the Annual Meeting of the American Association on Mental Deficiency (109th, Philadelphia, PA, May 27-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adults; *Continuing Education; *Curriculum Development; *Decision Making; *Educational Needs; Individual Development; Institutionalized Persons; *Mental Retardation; Program Development; Program Implementation; *Vocational Education

In designing and implementing a program to meet the educational and vocational needs of mentally retarded adults, the role of client involvement in curriculum decision-making was recognized. Two groups of clients were formed to provide input to staff. The Student Government of Continuing Education and the Worker Relations Council afforded clients opportunities to have a direct impact on quality of services. Clients learned important skills in responsibility, judgement, and accountability. A total of 48 clients have attended at least one meeting, representing approximately 12% of the facility's population. Subjects addressed by the committees are described, including repair of the facility gymnasium and job-related issues. (Author/CL)

ED 263 826 HE 018 870

Hagy, Joe E.; Hobbs, Dan S.

Financial Aid. A Profile of Financial Aid in Oklahoma PUblic Higher Education, 1974-75 through 1983-84.

Oklahoma State Regents for Higher Education, Oklahoma City.

PUB DATE- Apr 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Grants; Higher Education; Resource Allocation; *Scholarships; State Colleges; *Student Financial Aid; *Student Loan Programs; Trend Analysis; *Work Study Programs
IDENTIFIERS- *Oklahoma; *Public Colleges

Information on financial aid at public institutions of the Oklahoma State System of Higher Education for 1974-1975 through 1983-1984 is presented, with a focus on systemwide norms, averages, and distributions for grants, loans, scholarships, and employment. In 1983-1984 financial aid was awarded to 30.5 percent of the unduplicated students at public institutions, representing 57.7 percent of the full-time equivalent (FTE) student load. This is a one-third increase in the percent of FTE students receiving aid more than 10 years before. In recent years roughly one third of the financial aid has been made up by loans, one third by grants, one fourth by student employment, and the remainder by scholarships. Employment is considerably less important in 1983-1984 than in 1974-1975 as an element of financial aid. Comprehensive universities, with their time-extending graduate and professional programs, consume the largest proportion of financial aid. In 1983-1984, the average dollar amount of financial aid by student at the comprehensive universities was $2,686 compared to $1,501 at regional universities, and $539 at two-year institutions. Minorities participate in the financial aid programs at rates greater than their proportional student enrollment. (SW)

ED 263 882 IR 011 868

Turner, Alan
Data Supporting Creation of Office of Communications Management.
New York State Senate, Albany. Senate Education Committee.
PUB DATE- 85
NOTE- 164p.; Annexes L (press releases) and M (state maps) have been removed due to poor reproducibility.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Centralization; Computers; Educational Technology; Futures (of Society); Information Networks; Rural Environment; *State Programs; *Statewide Planning; *Telecommunications; Telephone Communications Systems
IDENTIFIERS- *New York; *Telecommunications Policy

Designed to support the formation of a New York State Office of Communications Management, this document contains official recommendations, cost justifications, public hearing testimonies, and government documents which address the need for a statewide control of telecommunications. A year-long, 12-step plan for implementation of a State Office of Communications Management and two reports--"Telecommunications in New York State: Background and Educational Capacities" (Gregory M. Benson, Jr., Carol Ann Stiglmeier, and Peter F. Stoll) and "Electronic Highways: The New Roads Needed for Excellence in the Empire State" (Gregory M. Benson, Jr.)--are presented as the first 2 of the 13 annexes that make up the document. The remaining annexes provide supporting data as follows: (1) Letter of Support from AT&T; (2) Actual Bill (Cost of Communications); (3) Summary Report on Public Hearings on Emergency Communications in New York State; (4) An Example of Concerns of Counties; (5) NYNEX Press Release "SUNYNET"; (6) Examples of Other States' Solutions for Communications Problems; (7) Examples of Why Bill Is Needed; (8) A Preliminary Review of Satellite-Based Education; (9) Special Problems in Telecommunications in Rural America; (10) Press Releases Concerned with the Problem; and (11) Examples of Redundancy (state maps). (JB)

ED 263 912 IR 011 901

Deasy, Richard J.
Computers in Instruction. Report of Task Force on Use of Computers in Instruction.
Maryland State Dept. of Education, Baltimore.
PUB DATE- Jun 84
NOTE- 26p.; Document is printed in colored ink on colored paper. For related document, see IR 011 900.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- *Computer Literacy; Curriculum Development; Elementary Secondary Education; Equal Education; *Microcomputers; Public Schools; Staff Development; State Departments of Education; *State Surveys; Statewide Planning; Teacher Certification; Teaching Methods; Use Studies
IDENTIFIERS- *Computer Uses in Education; Maryland

The Maryland Task Force on the Use of Computers in Instruction conducted a statewide survey of the following components of a successful computer education program: planning; curriculum development; staff development; computer use; instructional equity; selection, maintenance, and evaluation of hardware and courseware; and parent and community involvement. In response to the results of this survey, the Task Force developed 34 recommendations for improvements in the above areas; in addition it offered suggestions for: (1) state certification guidelines for computer science teachers; (2) increased collaboration with higher education in providing staff with inservice computer training; (3) staff visits to computer demonstration sites; and (4) the establishment of a communications networking process for teachers and administrative and supervisory staff. In order to provide leadership and direction for computer education programs in Maryland, the Task Force also developed a model framework for computer education based upon existing curricula for computer literacy and computer science. (JB)

ED 263 926 IR 051 355

Carr, Jo Ann, Ed.
Minimum Library Use Skills: Standards, Test, and Bibliography.
Wisconsin Association of Academic Librarians.
PUB DATE- Oct 84
NOTE- 23p.; Compiled by 1983, 1984 WAAL Education & Library Use Committee.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Seeking; *Library Instruction; *Library Materials; Library Services; *Library Skills; *Minimum Competencies; Multiple Choice Tests; Research Skills
IDENTIFIERS- *Wisconsin

Compiled by the Wisconsin Association of Academic Librarians' (WAAL) Education and Library Use Committee, the Test of Minimum Library Use Skills provides examples of questions which may be used to assess students' knowledge of the 13 minimum library use skills adapted by the WAAL membership in 1983. The 59 multiple choice questions that make up the test address the minimum skills to be acquired by all Wisconsin college students by the end of their sophomore year: (1) knowing the physical arrangement of materials and services; (2) knowing how to choose appropriate subject headings to research a topic; (3) locating resources by searching under author, title, or subject, in the card, online, COM (computer output microfiche), or book catalog; (4) interpreting the bibliographic information found; (5) using appropriate periodical indexes, abstracts, or subject bibliographies; (6) interpreting the information found in indexes; (7) interpreting the information found in the library's periodical records; (8) distinguishing citations to books from citations to periodicals, and recognizing citations to audiovisual materials and government documents; (9) compiling a basic bibliography; (10) understanding the library's call number system; (11) using basic reference sources including dictionaries, encyclopedias, yearbooks, almanacs, and statistical sources; (12) using microforms and other audiovisual materials and equipment; and (13) knowing when to consult a librarian. A bibliography and test answer key are included. (THC)

ED 263 940 JC 850 587

Lutz, Joan
Childrens Hospital Inservice Education Curriculum.
PUB DATE- 30 Oct 85
NOTE- 26p.; Graduate seminar paper, University of California at Los Angeles.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Course Content; *Curriculum Design; Curriculum Development; *Inservice Education; Nonschool Educational Programs; *Nurses; *Nursing Education; Professional Continuing Education

A description is provided of a 15-month, in-service nursing education program at Childrens Hospital (Los Angeles, California). The first sections of the paper describe Childrens Hospital and provide a rationale for the hospital-based program. A listing of program goals and objectives is also provided, indicating that the curriculum is designed to enable the new hospital employee to acquire theoretical knowledge drawn from both nursing and allied sciences, practical skills, and assessment abilities. After outlining the specific objectives of the course in terms of learning outcomes and performance improvement, the paper identifies the groups for whom the course is intended. The bulk of the document consists of a description of the following units: (1) Professional and Interpersonal Enhancement Training; (2) Neonatal Nursing; (3) Pediatric Intensive Care Nursing; (4) the Procedure Unit; (5) From Infancy to Adulthood; (6) Oncology Nursing; (7) Infectious Diseases; (8) the Operating Room/Recovery Room; (9) the Emergency Room; (10) Ambulatory Nursing; and (11) Dialysis Nursing. The procedure for implementation is described, followed by an evaluation scheme which serves to clarify program objectives. Finally, procedures for curriculum revision and a short bibliography are presented. (LAL)

ED 263 954 JC 850 605

Lucas, John A.
Six Year Follow-Up Study of 1976-1978 Alumni and Stopouts. Research Report Series Volume XIV, No. 2.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 2 Dec 85
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- *College Graduates; College Transfer Students; Community Colleges; Dropout Research; *Dropouts; Education Work Relationship; Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; Participant Satisfaction; Two Year Colleges; *Two Year College Students; Vocational Education; Vocational Followup
IDENTIFIERS- William Rainey Harper College IL

In summer 1984, a follow-up study was conducted in Illinois at William Rainey Harper College (WRHC) of the stopouts and transfer and career program alumni who left WRHC between 1976 and 1978. The study sought to assess the long-term impact of WRHC on its students. A mailed survey and follow-up telephone calls to 1,294 former students yielded a 50% response rate. Study findings included the following: (1) 78.5% of the alumni and 76.5% of the stopouts were employed full-time; (2) unemployment rates for all groups were less than 3%; (3) 60% of the career alumni remained in fields closely related to their major at WRHC, compared to 38% of the transfer alumni and 33% of the stopouts; (4) about 10% to 15% of each group was enrolled in college at the time of the survey; (5) alumni had higher job levels and higher annual salaries than stopouts; (6) 81% of the transfer alumni and 43% of the other groups had attended another college; (7) 69% of transfer alumni achieved a bachelor's degree; (8) all groups said they received the least help from Harper in managerial skills; (9) classroom and clinical/internship experiences were considered the most helpful; and (10) a large number of former students indicated that they were willing to help WRHC in a variety of ways. Detailed results are presented in statistical tables; the survey form is appended. (LAL)

ED 263 982 PS 015 422

Zill, Nicholas; And Others
National Statistics on Children, Youth, and Their Families: A Guide to Federal Data Programs. Revised Edition.
Child Trends, Inc., Washington, DC.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Robert Wood Johnson Foundation, New Brunswick, N.J.
REPORT NO.- ISBN-0-932359-02-7
PUB DATE- Sep 84
NOTE- 155p.; For related document, see PS 015 421. Guide originally prepared for the Interagency Conference on Child and Family Statistics (Bethesda, MD, April 12-13, 1984).
GRANT- NSF-SES-8320681; RWJF-8866
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Abuse; *Children; Consumer Economics; Crime; Data Analysis; *Data Collection; Delinquency; *Demography; Drug Abuse; Employment Statistics; *Family Characteristics; Family Structure; Health Services; Income; Information Processing; Medical Care Evaluation; Nutrition; Population Distribution; Residential Patterns; School Statistics; Social Attitudes; *Sociocultural Patterns; *Statistical Surveys
IDENTIFIERS- *Federal Agencies

This compendium compiles in one volume brief descriptions of federally-supported data collection programs that provide national statistical information on children and their families. As a review of the data indicates, statistics on children vary greatly in availability, quality, adequacy of population coverage, geographic scope and detail, and continuity and comparability over time. The problems related to collecting such data are discussed in the introduction. The data collection programs are grouped under seven substantive headings: Population, Family Structure, Housing; Income, Expenditures, and Program Participation; Employment and Child Care; Health and Nutrition; Education; Social Behavior and Attitudes, Substance Use; and Crime, Delinquency, Child Abuse. Under each heading, three to sixteen different surveys are described, each including information on survey purpose, sponsorship, design, periodicity, content, limitations, availability, and child and family characteristics. (DST)

ED 264 026 PS 015 506

Flores, Alfredo; And Others
Head Start Celebrates 20th Anniversary and America's Future.
Texas Tech Univ., Lubbock. Inst. for Child and Family Studies.
PUB DATE- 85
NOTE- 34p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agency Cooperation; *Community Programs; *Compensatory Education; Early Childhood Education; *Educational Objectives; Futures (of Society); Learning Activities; Local Issues; Longitudinal Studies; *Program Descriptions; Research Utilization; *Social Change
IDENTIFIERS- *Project Head Start; Region 6; *Research Results

Articles in this serial publication highlight the past, present, and possible future of Project Head Start and celebrate the project's 20th birthday. "Head Start: Today and Yesterday" (Alfred Flores) emphasizes the goals of Head Start. "Why Head Start Is a Winner" (Mary Tom Riley and Jamie Tucker) reports the results of longitudinal studies of the effects of the compensatory project. "What's Happening? Daily Activities in Head Start" (Tucker) offers a sample schedule for a full-day Head Start Program, describes developmentally-oriented learning activities, and discusses the need for parent involvement. "Texas Tech University Facilitator for Metro Network" (Flores) briefly describes the cooperative relationship between Head Start Metro Programs and the Institute for Child and Family Studies. "Profiles: Metro Programs" (Riley and Flores) describes the six metro local programs in Region VI which are operating in Austin, Dallas, Hidalgo County, Houston, New Orleans, and San Antonio. "Metro Programs Support Research in Action Concept" (Tucker) briefly reports on efforts to inform practitioners of the findings of research concerning child care. "On Bending Twigs and Planting Acorns," (Irving Lazar) argues that Americans are in the midst of a massive change in the way the development of infants and young children is perceived and understood, supports inclusion of computer experiences for children in early childhood education, and proposes minimal requirements to optimal learning by very young children. In conclusion, "Head Start: The Year 2001" (Riley) imagines a possible Head Start program of the future. (RH)

ED 264 113 SE 046 273

From Rocks to Cement. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Science Education Center.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
REPORT NO.- ISBN-971-135-030-0
PUB DATE- Apr 82
NOTE- 23p.; For other documents in this series see SE 046 255-274.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cement Industry; Chemical Reactions; Chemistry; *Construction Materials; Foreign Countries; *Geology; High Schools; Science Education; *Secondary School Science
IDENTIFIERS- *Cement; *Philippines; Rocks

This module deals with the materials used in making concrete hollow blocks. Topics discussed include: (1) igneous, metamorphic, and sedimentary rocks; (2) weathering (the process of breaking down rocks) and its effects on rocks; (3) cement; (4) stages in the manufacturing of Portland cement; and (5) the transformation of cement into concrete (outlining, in an appendix, chemical changes in the process). A mastery test (with answers), answers to questions asked in the module, a glossary, and list of references are included. (JN)

ED 263 754 FL 015 361

Wederspahn, Ann
Self-Designed Training: An Approach to Teacher Development.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Educational Objectives; *English (Second Language); Independent Study; *Individualized Instruction; *Inservice Teacher Education; Interprofessional Relationship; Interviews; *Language Teachers; Material Development; Peer Evaluation; *Professional Development; *Program Design; Refugees; Research Projects; Supervisors

A design for individualizing in-service training for teachers of English as a second language and cultural orientation for refugees to meet the needs of instructors with different backgrounds and degrees of experience is presented. The teachers and their supervisors identify each others' needs and interests, state learning objectives to be accomplished, and devise activities to meet those objectives within a stated time period. Examples are given of individually-designed, in-service training such as focused peer observation, interviews, materials design, and simple research. (MSE)

ED 263 897 IR 011 883

Akiyama, Takashiro
Teletext and TV Programs for the Deaf and Hard of Hearing in Japan.
PUB DATE- 84
NOTE- 24p.; For related documents, see IR 011 881-882.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Journal Articles (080)
DESCRIPTORS- Communication Skills; *Deaf Interpreting; *Educational Television; Foreign Countries; *Hearing Impairments; *Japanese; Production Techniques; Programing (Broadcast); *Sign Language; Video Equipment; *Videotex
IDENTIFIERS- *Japan

Teletext broadcasting in the Japanese Language was begun in 1983 by the NHK (Japanese Broadcasting Corporation). It adopts the Pattern Transmission Method, since over 3,000 Chinese characters, in addition to the 46 Katakana and 46 Hiragana syllabaries, are necessary to write sentences in Japanese. Currently, the teletext programs consist of news, weather, information, and subtitles for drama serials. The deaf and the hard-of-hearing, whose estimated number in Japan is three million, are a target audience for teletext services. Three problems in delivering services for the deaf include: physical conditions for the display of characters on the television screen, the wording of subtitles to make them appropriate to the linguistic ability of hearing-impaired persons, and the effective expression of nonverbal information imparted by sound effects and music via subtitles. Plans for the future include transmission of more information, production of hard copy for viewers, and an increase in the variety of captioned programs. (Author/JB)

ED 264 114 SE 046 274

Laundry Soap from Waste Cooking Oil. What We Make. Science and Technology Education in Philippine Society.

Philippines Univ., Quezon City. Inst. for Science and Mathematics Education Development.

SPONS. AGENCY- Educational Development Projects Implementing Task Force (Philippines).
PUB DATE- Mar 84
NOTE- 25p.; For other documents in this series see SE 046 255-273.
AVAILABLE FROM- University of the Philippines, Institute for Science and Mathematics Education Development, Pardo de Tavera St., Diliman, Quezon City, Philippines ($1.60).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; Foreign Countries; High Schools; *Laboratory Procedures; Learning Activities; Science Activities; Science Education; *Secondary School Science
IDENTIFIERS- *Philippines; *Soap

This module provides instructions for clarifying cooking oil and using it with either wood ash lye or commercial lye to make laundry soap. It also provides (in appendices): a discussion of oils and soaps, including the history of soap; instructions for preparing an 18 percent lye solution; instructions for preparing soap using lye from wood ash; and a discussion of how soap cleans. A glossary and a short list of references are included. (JN)

Barclay, William L.
Graphing Misconceptions and Possible Remedies Using Microcomputer-Based Labs.
Technical Education Research Center, Cambridge, Mass.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- TERC-TR-85-5
PUB DATE- Nov 85
NOTE- 10p.; Paper submitted to the National Educational Computing Conference (7th, San Diego, CA, June 4-6, 1986). Document contains several graphs of marginal legibility.
GRANT- NSF-DPE-8319155
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Oriented Programs; Computer Software; Elementary Secondary Education; *Graphs; *Material Development; Microcomputers; *Science Education; *Skill Development
IDENTIFIERS- Computer Uses in Education; *Graphing (Mathematics); *Misconceptions; National Science Foundation; Science Education Research

Graphing is a common and powerful symbol system for representing concrete data. Yet research has shown that students often have graphical misconceptions about how graphs are related to the concrete event. Currently, the Technical Education Research Center (TERC) is developing microcomputer-based laboratories (MBL) science units that use probes to gather data on such physical phenomena as motion, heat and temperature, and response time. With these probes attached to a microcomputer, real time graphs can be displayed of data as they are being collected. The research component of the project is looking at graphing misconceptions (such as confusing the graph of an event with a picture of the event) and how MBL can help students to learn graphing skills. Preliminary results suggest that MBLs do help in improving graphing skills. Attributes of the MBL science laboratories that seem important in this include: (1) the grounding of the graphical representation in the concrete action of the students; (2) the inclusion of different ways of experiencing the material (visual, kinesthetic, and analytic); and (3) the fast feedback that allows students to immediately relate the graph to the event. (JN)

ED 264 143 SE 046 313

Adetula, Lawal O.

The Effects of Language and Schooling on the Solution of Simple Word Problems by Nigerian Children. A Report from the Project Using the Microcomputer to Teach Problem-Solving Skills. Program Report 85-17.

Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 35p.
GRANT- NIE-G-84-0008
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Addition; Cognitive Processes; Elementary Education; *Elementary School Mathematics; Mathematics Achievement; Mathematics Education; *Problem Solving; *Subtraction; *Word Problems (Mathematics)
IDENTIFIERS- *Mathematics Education Research; *Nigeria

This cross-sectional study investigated the problem-solving strategies used by schooled and unschooled Nigerian children to solve simple addition and subtraction problems. The purpose of the study was to: (1) verify with Nigerian children, models of the knowledge and strategies underlying children's solutions to simple word problems; (2) test the influence of children's native language on mathematics performance; and (3) investigate the effects that schooling has on children's solutions of simple addition and subtraction word problems. Individual clinical interviews were used to identify the strategies used by 48 Nigerian schooled children from grades 1 through 4 and 47 Nigerian unschooled children from ages 7- to 14-years-old to solve a broad range of addition and subtraction word problems. Results revealed that the performance of schooled and unschooled children was similar, although unschooled children used the more advanced strategies at older ages than schooled children. As grade or age level increased, solution strategies of both groups of children moved from direct modeling strategies to number of facts learned, both at the recall level and derived from other number facts. Children performed significantly better when problems were presented in their native language than when they were presented in English. (Author/JN)

ED 264 158 SO 016 896

Brodber, Erna

Perceptions of Caribbean Women: Towards a Documentation of Stereotypes. Women in the Caribbean Project, Volume 4.

University of the West Indies, Cave Hill (Barbados). Inst. of Social and Economic Research.

PUB DATE- 82
NOTE- 80p.; For related volumes, see SO 016 894-898.
AVAILABLE FROM- Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Images; *Females; Identification (Psychology); *Role Perception; *Sex Role; *Sex Stereotypes; Social Cognition
IDENTIFIERS- Barbados; *Caribbean; Jamaica; Trinidad and Tobago

One of a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, this publication discusses images, roles, and stereotypes of the Caribbean woman. The project's objectives are to establish in the region a data base for teaching, research, and planning purposes and to develop guidelines for a social policy that recognizes women's needs and draws on their skills and talents for program planning. To obtain data concerning perceptions of women, newspaper articles and statements of churchmen were analyzed. The publication is divided into three sections, dealing with Barbados, Jamaica, and Trinidad. For each of these territories images, stereotyping, and role performance of women in both pre- and post-independence eras are discussed. Cultural prescriptions for each color/racial group are examined and there is discussion as to whether the images presented can reasonably be performed by the women, given the roles culturally prescribed for them. Generally speaking, the 'guide to behavior' for women advanced by the image-makers in all three territories is that of a person whose purpose is derived from the existence of another, such as husband, father, or extended family. (RM)

ED 264 171 SP 026 371

Sizer, Theodore R.
Horace's Compromise. The Dilemma of the American High School.
SPONS. AGENCY- National Association of Independent Schools, Boston, Mass. Commission on Educational Issues.; National Association of Secondary School Principals, Reston, Va.
REPORT NO - ISBN-0-395-34423-9
PUB DATE- 84
NOTE- 241p.; The first report from "A Study of High Schools."
AVAILABLE FROM- Houghton Mifflin Co., Two Park Street, Boston, MA 02108 ($16.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Classroom Techniques; *High Schools; High School Students; School Effectiveness; *Secondary School Teachers; Student Motivation; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching (Occupation)
IDENTIFIERS- Study of High Schools (A)

This book urges renewed public attention to the importance of teaching in high schools and to the complexity and subtlety of that craft. While our system of schools contains many consequential characteristics--for example, the subjects of the curriculum, the organization of programs for special groups--none is more important than who the teachers are and how they work. Without good teachers, sensibly deployed, schooling is barely worth the effort. This is especially true in secondary education, where rapidly developing young people first face complicated issues that require careful reasoning. High schools exist not merely to subject the pupils to brute training...but to develop their powers of thought, of taste, and of judgement. (Author)

ED 264 187 SP 026 717

Roth, Rita; Adler, Susan
Critical Inquiry in Teacher Preparation.
PUB DATE- 85
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Critical Thinking; Higher Education; *Inquiry; *Preservice Teacher Education; *Program Development; School Effectiveness; *Teaching Methods
IDENTIFIERS- *Rockhurst College MO

This paper is a case study of a recently reconceptualized teacher education program which has a critical inquiry base and an emphasis on "language across the curriculum." The paper describes the program's rationale, organization and practice along with a description of the ongoing process of program development. The goal of the Rockhurst College Teacher Education Program (Kansas City, Missouri) is to prepare teachers who will be able to engage in critical inquiry through reflective action. It is hoped that Rockhurst graduates will teach with an awareness of alternatives for teaching practices and an awareness of the origins and consequences of these alternatives. Moreover, they are being prepared with the skills necessary to select, organize and implement curriculum based on a considered and communicated rationale. This view of teaching involves making problematic students' taken-for-granted assumptions about schools, teaching, and learning as they develop the ability to analyze the schooling process. At the core of the program is the notion that teaching is dialogical and that language facility provides the means to achieve reflective action. (Author)

ED 264 202 SP 026 770

Cartwright, G. Phillip
Computer Assisted Instruction in Teacher Education: A Full Length Course.
PUB DATE- Jul 85
NOTE- 16p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; Cost Effectiveness; *Education Courses; Higher Education; *Microcomputers; *Preservice Teacher Education; Special Education
IDENTIFIERS- Pennsylvania State University

Pennsylvania State University has developed, evaluated, and implemented a series of modules and an entire three-credit teacher education course which is offered completely by microcomputer. The course is entitled "Educating Special Learners." The modules use the Apple II series and the IBM PC series. Evaluation of the course, based on three criteria--cost efficiency, academic achievement, and student acceptance--indicate that the program meets all goals of the teacher education program. In addition, the course has been used successfully at the University for the past two and one-half years. Approximately 48 institutions in the United States and Canada are already using this course or plan to implement it into their teacher education programs. A description is given of the course, and diagrams of the computer programming process are included. (CB)

ED 264 218 SP 026 905

LaConte, Ronald, Ed.
Improving Teaching. A Conference Report.
Connecticut State Dept. of Education, Hartford.
PUB DATE- 85
NOTE- 27p.; A summary report on a series of four statewide conferences sponsored by the Connecticut State Department of Education in cooperation with the Regional Educational Services Centers and the University of Connecticut School of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Program Effectiveness; *State Standards; Teacher Education Programs; *Teacher Improvement; *Teacher Qualifications; *Teacher Recruitment; Teacher Salaries; *Teacher Shortage
IDENTIFIERS- *Connecticut

This report summarizes and highlights what transpired during the four-part conference entitled "Improving Teaching." The purpose of the series was to bring together educational leaders to discuss questions relating to training, attracting, and retention of good teachers in Connecticut. The material is organized according to the conference topics and includes under each topic all pertinent data, commentary, questions, etc. Each of the sessions featured a different national expert who had studied and written about the topic under discussion. Conference topics were: (1) the coming crisis in teaching; (2) attracting the teachers needed for today's world; (3) prospects for the professionalization of teaching; and (4) a report on the Connecticut Governor's Commission on Educational Excellence and Equity. (JD)

ED 264 234 SP 026 998

Bachman, John C.
An Annotated Bibliography of Experimental Research concerning
Competitive Swimming.
PUB DATE- 85
NOTE- 151p.
AVAILABLE FROM- Macalester College Computer Service, 1600 Grand Ave.,
St. Paul, MN 55105 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biomechanics; *Competition; *Exercise Physiology;
Physical Education; *Sport Psychology; Stress Variables; *Swimming

This annotated bibliography has been compiled as a guide for the researcher of swimming in referring to experimental studies in the physiological, mechanical, psychological, and medical aspects of swimming. The studies have been briefly annotated to enable the reader to quickly determine the salient points the authors made in their studies. The organization of the material is listed alphabetically according to author under four categories: physiological, mechanical, psychological, and medical aspects of swimming. (JD)

ED 264 250 TM 850 493

Gottfredson, Denise C.
The Johns Hopkins-Baltimore City Public Schools Effective School Project. Report No. 357.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 218p.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; Educational Cooperation; *Educational Research; *Evaluation Methods; Junior High Schools; Outcomes of Education; *Program Development; Program Effectiveness; *Program Evaluation; *School Effectiveness; School Involvement; Student Behavior; Teacher Characteristics
IDENTIFIERS- *Baltimore City Public Schools MD; *Program Development Evaluation Method

The Effective Schools Project is a test of a general method for improving organizational effectiveness. The method--Program Development Evaluation (PDE)--calls for researcher-practitioner collaboration in the design, implementation, and evaluation of programs to increase school effectiveness. Two Baltimore City junior high schools are working with Johns Hopkins researchers to reduce school disorder, increase attendance, and improve educational attainment. Both schools used the PDE method to design programs during 1982-83 and implemented them during 1983-84. The present evaluation shows that the schools are improving as a result of the project. Large and consistent increases were observed in staff morale, effective administration, and in teachers' reports of their schools as places where innovative planning and action occur. Findings also imply decreased school disruption and increased achievement. This report describes the projects, summarizes data on implementation, and recommends ways to facilitate the application of the PDE method in future projects. Appendices include profiles of school climate, non-Effective School Battery scales, teacher characteristics measures, and results for all program outcomes. (Author/LMO)

ED 264 264 TM 850 749

McDonald, Roderick P.

Unidimensional and Multidimensional Models for Item Response Theory.

PUB DATE- Jul 82

NOTE- 23p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Factor Analysis; Higher Education; Item Analysis; *Latent Trait Theory; *Mathematical Models; Postsecondary Education; *Psychometrics; *Regression (Statistics); Research Problems; Sample Size

IDENTIFIERS- Law School Admission Test; *Unidimensional Scaling

This paper provides an up-to-date review of the relationship between item response theory (IRT) and (nonlinear) common factor theory and draws out of this relationship some implications for current and future research in IRT. Nonlinear common factor analysis yields a natural embodiment of the weak principle of local independence in appropriate loss functions that can be used to fit item response models and to assess their adequacy as descriptions of the data. The recognition of latent traits as synonymous with common factors gives appropriate guidance for interpretation in both unidimensional and multidimensional versions. Fixed-regressors theory based on the McDonald's (1979) treatment of common factor analysis was viewed, in principle, as applicable to any prescribed unidimensional model in item response theory, though so far it has been applied only to the rather inappropriate polynomial model. The advantages of this approach appear to be that it is not limited to the use of a linear combination rule for multiple latent traits and that it easily permits the introduction of interaction terms. Applications of the fixed-regressors treatment are subject to limitations of sample size, which may prove severe in the case of binary data, where large sample sizes are generally desirable. (PN)

ED 264 278 TM 850 764

Federico, Pat-Anthony
Computer-Managed Instruction: Crystallized and Fluid Intelligence.
Navy Personnel Research and Development Center, San Diego, Calif.
REPORT NO.- NPRDC-TR-85-36
PUB DATE- Sep 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aptitude; Aptitude Tests; *Aptitude Treatment Interaction; *Cognitive Ability; Cognitive Style; Computer Assisted Instruction; *Computer Managed Instruction; Discriminant Analysis; Educational Environment; Electricity; Electronics; *Intelligence; *Mastery Learning; Military Training; Postsecondary Education
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Crystallized Intelligence; *Fluid Intelligence

Twenty-four measures of crystallized intelligence (G sub c) and fluid intelligence (G sub f) were obtained for samples of graduates and failures of an innovative instructional situation in which computer-managed mastery learning was used to teach elementary electricity and electronics. Seven stepwise multiple discriminant analyses and associated statistics were computed to determine which linear combinations of G sub f and G sub c measures would optimally separate the two groups. Corresponding classification functions derived for the discriminant analyses were applied to the data to evaluate the effectiveness of differentiating failures and graduates. The results did not substantiate the hypothesis that G sub f measures would be associated more strongly with student success in a new instructional situation tnan would G sub c measures. Contrary to theory, the findings suggest that some unconventional educational environments are not necessarily dysfunctional for more able students. In these situations, they can just as easily exercise and exploit those skills developed and applied in more traditional instructional settings. (Author)

ED 264 292 TM 850 784

Shaklee, Beverly D.; Amos, Neil G.
The Effectiveness of Teaching Creative Problem Solving Techniques to Enhance the Problem Solving Ability of Kindergarten Students.
PUB DATE- Nov 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Conference (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Creative Development; Creative Thinking; Curriculum Development; Divergent Thinking; Effect Size; *Instructional Materials; *Kindergarten; Pretests Posttests; Primary Education; *Problem Solving; *Teaching Methods; Young Children
IDENTIFIERS- *Creative Problem Solving; *Think It Through

The purpose of this research was to determine the effectiveness of using an adapted version of Creative Problem Solving (CPS) to increase problem solving activities of kindergarten students, and to determine the practical significance of using CPS as a method for increasing problem solving skills of kindergarten students. Data were collected from four groups containing 83 students. The experimental groups received 18 lessons, 30 minutes per lesson in creative problem solving for 6 weeks. The control groups participated in the regular kindergarten curriculum for the 6 weeks. All groups were pretested using Think It Through B and posttested using Think It Through C. While the effect size revealed an educationally significant effect for both the experimental and control groups, the impact on the experimental group was larger with an effect size of .8 compared with a medium effect size of .6 for the control group. The statistical analysis of the data showed no significant differences between the groups on problem solving ability after the 6-week interval. However, the results did indicate an educationally significant impact on problem solving acquisition when using creative problem solving techniques with kindergarten children. (PN)

ED 264 307 TM 860 018

Huckel, Lorraine H.; Velicer, Wayne F.

Component Structure of the Attribution Style Questionnaire.

PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March 1985). Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Depression (Psychology); Factor Analysis; Factor Structure; Higher Education; Individual Characteristics; *Locus of Control; *Projective Measures; *Psychological Evaluation; *Questionnaires; Scoring; Self Evaluation (Individuals); *Test Validity; Young Adults
IDENTIFIERS- *Attribution Style Questionnaire

The Attribution Style Questionnaire (ASQ) is a short (36-item) objective inventory which assesses cognitions regarding responsibility for bad and good outcomes relevant to cognitive models of depression. Three alternative scoring systems have been proposed; no scoring system has been empirically verified. Convergent and discriminant validity have been demonstrated. In the present study, data from a mixed-sex sample group of 328 volunteer subjects were employed to assess the internal validity of the ASQ and to determine which of the proposed scoring systems, if any, is empirically supported. A principal components analysis resulted in two clearly interpretable components. The first component was comprised of internality, stability, and globality ratings for good outcomes (Good Composite); the second component was comprised of internality, stability, and globality ratings for bad outcomes (Bad Composite). Results generally corroborate the proposed two-dimensional structure and scoring system. However, internal consistency is only moderate and response biases appear to be inadequately controlled. Contrary to the pivotal role theoretically attributed to perceived internality for negative outcomes, internality attributions do not substantially contribute to the empirically derived Bad Composite scale. (Author)

ED 264 321 UD 024 584

Cafferty, Pastora San Juan, Ed.; McCready, William C., Ed.
Hispanics in the United States. A New Social Agenda.
REPORT NO.- ISBN-0-87855-975-2
PUB DATE- 85
NOTE- 257p.
AVAILABLE FROM- Transaction Books, Rutgers-State University, New Brunswick, NJ 08903 ($29.95, cloth--ISBN-0-88738-018-2; $12.95, paper--ISBN-0-87855-975-2).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acculturation; Bilingual Education; Cultural Background; Demography; *Educational Attainment; Educational Policy; Employment; *Health Needs; Health Services; *Hispanic Americans; Immigrants; Labor Market; Language Maintenance; *Public Policy; Refugees; Religious Factors; *Socialization; *Social Services; Spanish Speaking; Undocumented Immigrants
IDENTIFIERS- Criminal Justice System; *Immigration

This book is a collection of essays about Hispanics in America, their impact upon the social structure of American society, and implications for the country's future social agenda. Each essay is preceded by an abstract and concludes with references. The essays (and authors) are: 1) "A Demographic Portrait" (Teresa A. Sullivan); 2) "The 'New'Immigration" (Pastora San Juan Cafferty); 3) "Culture and Religion" (William C. McCready); 4) "Toward a Model of Socialization for Hispanic Identity: The Case of Mexican-Americans (Marco A. Martinez); 5) "Language and Social Assimilation" (Pastora San Juan Cafferty); 6) "Hispanics and Education) (Neil Fligstein and Roberto M. Fernandez); 7) "Jobs and Employment for Hispanics" (George J. Borjas); 8) "Hispanics and Health Care" (Aida L. Giachello); 9) "Hispanics and the Social System" (Carmen Rivera-Martinez); 10) "Hispanics and the Criminal Justice System" (Leo M. Romero and Luis G. Stelzner); and 11) "Political Participation" (Ricardo Tostado). In a final section, the editors point to the central themes of the diversity that exists among Hispanic groups, the changing social context of immigration and different national policies and services for immigrants, and the critical role played by education in the process of economic assimilation and cultural adaptation. The book concludes with discussion of several emerging policy directions. (CG)

ED 264 335 UD 024 603

Study of Unemployment, Poverty and Training Needs of American Samoans. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.

PUB DATE- Jul 84

NOTE- 155p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.

CONTRACT- 99-03-0946-75-075-01

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Cultural Background; Demography; *Educational Attainment; Educationally Disadvantaged; *Federal Programs; Job Training; Migration Patterns; Poverty; Public Policy; *Samoan Americans; *Social Services; *Socioeconomic Status; Vocational Education

IDENTIFIERS- Census 1980; Job Training Partnership Act 1982; *Samoans

This study utilizes data analysis and field research, including three community conferences of Samoan leaders, service providers, and policymakers, to examine the size and nature of the Samoan communities in the United States, the economic structure of the migrant communities (including job training and experience, educational achievement, and English language skills), and the utilization of employment services. It finds that: (1) between 10% and 17% of Samoans may not have been counted in the 1980 census; (2) Samoans have higher rates of poverty and lower per capita incomes than average for the United States; (3) existing services do not and will not meet Samoan needs; and (4) Samoan youth's difficulties in school and the labor market have severe economic implications. The study recommends policy and programmatic solutions. Policy recommendations are for statutory recognition at the Federal level, and set-asides under the Job Training Partnership Act. The programmatic recommendations are: (1) census undercounting should be avoided in the future by Samoan participation in census planning; (2) Samoan cultural information and bilingual staff should be used more widely in providing training and services, and the specific needs of Samoans should be considered in planning services and modelling delivery; (3) linkages between schools and community should be strengthened and in-service training on Samoan culture and parent training should be provided; and (4) closer ties should be developed between schools and work settings; career awareness should be stressed in schools and training programs; and schools and training programs should take into account the needs of employers in the local labor markets that Samoan youth will enter. Appendixes provide: (1) a profile of fieldwork contacts and community conference participants, and (2) four tables showing range of population projections for Samoans living in the United States and the underlying assumptions. A 4-page bibliography concludes the document. (Author/CG)

ED 264 348 UD 024 617

Smith, Eleanor
Before and After Brown: Education Context of Change.
PUB DATE- 84
NOTE- 17p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Black Education; *Black History; Civil Rights; Curriculum; Desegregation Effects; *Equal Education; *Politics of Education; *Racial Bias; *Racial Relations; *United States History

This paper discusses the educational experiences of blacks before and after the Brown decision of 1954. During slavery religious organizations, sympathetic whites, and blacks themselves led the effort toward literacy for slaves. Following the Civil War, blacks initially made great strides in establishing educational opportunities. By 1877, white supremacy was renewed, along with the promise to provide "separate but equal" school facilities. New constitutional interpretations and statutory laws institutionalized segregation and discrimination. For the next 100 years, the primary responsibility for black education fell again into the hands of individuals and private societies. Most black colleges founded during this time offered education in the liberal arts, and the striking successes of these schools led many to struggle to maintain them after the Brown decision. Some of the effects of this decision on curriculum, enrollment, and educational policy are described. Improving the educational situation for blacks has been a struggle with positive changes clouded by negative setbacks. (KH)

Lefkowitz, Bernard
Renegotiating Society's Contract with the Public Schools: The National Commission on Secondary Education for Hispanics and the National Board of Inquiry into Schools.
Carnegie Corp. of New York, N.Y.
PUB DATE- 85
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Black Students; Disadvantaged Youth; *Dropouts; *Educational Change; Educational Quality; Elementary Secondary Education; *Equal Education; High Risk Students; High Schools; *Hispanic Americans; *Minority Group Children; Parent School Relationship; Public Education; School Community Relationship; Student Needs; Urban Education
IDENTIFIERS- Barriers to Excellence; *Excellence in Education; Making Something Happen; Our Children at Risk

The Hispanic Policy Development Project (HPDP) and the National Coalition for Advocates for Students (NCAS) launched separate inquiries into how American public education could be improved without excluding poor, minority, female, and handicapped youngsters. HPDP reported on the performance of Hispanic students in inner-city high schools in "Make Something Happen: Hispanics and Urban School Reform," while NCAS investigated the circumstances of all disadvantaged public school students in its report, "Barriers to Excellence: Our Children at Risk." Both reports claim that the dropout rates and low achievement levels of a staggering number of minority and poor children not only subvert the nation's deepest values of fairness, they threaten its economic social fabric. One general conclusion is drawn by both reports: there are two systems of public education in the United States, one rich with resources and talent that serves middle-class and affluent Whites, the other, a "pauper's system" that seems headed for a decline. Many analysts quoted in the reports believe that school reform, to benefit poor and minority children, must redefine the scale and scope of the problem, including a redefinition of what constitutes a high-risk student. Above all, they say, students must be given the feeling that adults care about them, and are interested in their progress. In general, the reports emphasize, stronger links must be constructed between teachers, parents, communities, and businesses, and all must actively cooperate, for without reform, schools will continue to perpetuate the inequalities in the larger society. (KH)

ED 264 115 SE 046 275

Krynowsky, Bernie A.
The Development of the Attitude Toward the Subject Science Scale. Report No. 85:7.

SPONS. AGENCY- Educational Research Inst. of British Columbia, Vancouver.
PUB DATE- Aug 85
NOTE- 52p.
GRANT- DG-368
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Change; *Attitude Measures; Science Education; Scientific Attitudes; Secondary Education; *Secondary School Science; *Student Attitudes; *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- Science Education Research

This report outlines the stages of development and validation of the Attitude Toward the Subject Science Scale (ATSSS). The instrument, developed in accordance with the Ajzen and Fishbein (1980) theory of attitude assessment, can be used by junior secondary science teachers or administrators to assess student attitudes toward the subject science or to provide feedback on how positively or negatively students view various science-related activities. The report contains: (1) an introduction; (2) a literature review in four parts: rationale for the promotion of positive attitudes toward science; research which considered student attitudes in science education; attitudes toward science compared to scientific attitudes; and methodological issues related to suggested improvements in attitude toward the subject science research; (3) an overview of the Ajzen and Fishbein theory of reasoned action; and (4) the development and testing of the ATSSS' validity and realiability, in terms of assessing students attitudes toward the subject grade 10 science. A copy of the ATSSS and scoring instructions are provided in an appendix. (Author/JN)

ED 264 235 SP 027 040

Bloomquist, Lorraine E.
Sports Medicine in China.
PUB DATE- 85
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Chinese Culture; Cultural Traits; *Exercise; *Health Facilities; Lifetime Sports; *Medical Services; *Physical Education; Training Methods
IDENTIFIERS- Acupuncture; *China; Liangong Exercises; *Sports Medicine

This report on a visit to the People's Republic of China in April 1985 to explore methodology of sports science research, treatment of injuries, and role of sports in everyday life discusses the following topics: (1) introduction to China; (2) sports and physical culture; (3) sports medicine and rehabilitation; (4) health factors; (5) cost of medical care; (6) salaries; (7) exercise; (8) liangong exercises; (9) sports medicine research; and (10) general cultural observations. (JD)

ED 264 130 SE 046 292

Thornton, Ronald K.
Tools for Scientific Thinking: Microcomputer-Based Laboratories for the Naive Science Learner.
Technical Education Research Center, Cambridge, Mass.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- TERC-TR-85-6
PUB DATE- Nov 85
NOTE- 12p.; Document contains several pages of marginal legibility. Paper submitted to the National Educational Computing Conference (7th, San Diego, CA, June 4-6, 1986).
GRANT- NSF-DPE-8319155
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Science; *Computer Oriented Programs; Computer Software; Elementary School Science; *Graphs; Higher Education; Intermediate Grades; *Material Development; Microcomputers; *Science Education; Science Instruction; *Skill Development
IDENTIFIERS- *Computer Uses in Education; *Graphing (Mathematics); National Science Foundation; Science Education Research

A promising new development in science education is the use of microcomputer-based laboratory tools that allow for student-directed data acquisition, display, and analysis. Microcomputer-based laboratories (MBL) make use of inexpensive microcomputer-connected probes to measure such physical quantities as temperature, position, and various physiological indicators. This paper discusses the use of a MBL motion probe in a sixth-grade classroom and in two college physics courses at Tufts Univerity which are primarily designed for humanists. The probe (developed from a sonic transducer used in Polaroid cameras) was used in both settings to teach relationships among position, velocity, and acceleration of objects as a function of time by use of immediate (real-time) graphical representations shown on a computer screen. In both cases the motion of the students' own bodies was initially used to teach the concepts involved. Results of observations, written work, and examinations show substantial student understanding of motion and graphing. Preliminary observations

indicate that the linking of concrete measurement of an actual physical system with the simultaneous production of the symbolic representation may be an effective way for students to learn to correctly interpret and produce graphs. (Author/JN)

ED 264 144 SE 046 314

Altmann, Antonin, Ed.; Lipertova, Paula, Ed.
Didactics of Biology. Selected Bibliography for 1982. Parts I and II. Information Bulletin.
Charles Univ., Prague (Czechoslovakia). Central Library.
PUB DATE- 84
NOTE- 621p.; For related documents, see ED 238 688, ED 238 734 and ED 244 793.
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Biology; College Science; Geology; Higher Education; Instructional Materials; Science Activities; *Science Curriculum; *Science Education; Science History; *Science Instruction; *Science Materials; Science Teachers; Secondary Education; Secondary School Science; Teacher Education; *Teaching Methods; Technology

Selected articles on various aspects of biology teaching published in 1982 have been annotated in this two-part bibliography. Entries from 25 journals representing 12 countries are presented according to a topic area classification scheme listed in the table of contents. Countries represented include: Australia; Bulgaria; Czechoslovakia; Federal Republic of Germany; France; German Democratic Republic; Great Britain; Hungary; Italy; Poland; Soviet Union; and the United States. The 15 general topic areas include: didactics of biology as a scientific discipline; history of biology; biology instruction abroad; teaching/educational objectives; biology teaching at general education schools; gnoseological, psychological, and logical foundations of biology teaching; content of biology instruction; didactical principles in biology instruction; biology instructional media; science teachers; organizational forms of biology instruction; planning biology instruction; outcomes of biology instruction; biology tests; and articles concerning scientific biology. Each entry (numbered according to a code in the table of contents) includes author, original title (and English translation when appropriate), complete journal reference, and English abstract. Entries do not necessarily reflect all the topic and sub-topic areas included in the table of contents. (JN)

ED 264 159 SO 016 897

Massiah, Joycelin, Ed.
Women and Education. Women in the Caribbean Project, Volume 5.
University of the West Indies, Cave Hill (Barbados). Inst. of Social and Economic Research.
PUB DATE- 82
NOTE- 96p.; For related volumes, see SO 016 894-898.
AVAILABLE FROM- Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Comparative Education; Educational Attainment; Educational Experience; *Educational History; Educational Trends; Elementary Secondary Education; *Females; Foreign Countries; Higher Education; Sex Discrimination; *Sex Role; Trend Analysis; *Womens Education
IDENTIFIERS- Barbados; *Caribbean; Trinidad and Tobago

One of a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, these papers discuss the history of Caribbean women's education. The project's objectives are to establish a data base for teaching, research, and planning purposes and to develop guidelines for a social policy that recognizes women's needs and draws on their skills and talents for program planning. The first paper presented is the "Official Ideology and the Education of Women in the English-Speaking Caribbean, 1835-1945, with Special Reference to Barbados" (Joyce Cole). Education in the British West Indian colonies was patterned on British education. It was believed that woman's place was in the home. This false ideology led to inferior provisions being made for the education of girls as compared to boys. The second paper, "Educational Attainment of Women in Trinidad-Tobago 1946-1980" (Patricia Mohammed), analyzes the educational achievements of women in the post-World War II era. Girls were found to perform better than boys on the Cambridge GCE 'O' Level Exam and to be in the majority up to this level. The trend is, however, reversed for tertiary and higher education, where more males than females were enrolled. (RM)

ED 264 172 SP 026 488

Fink, Arlene; Kosecoff, Jacqueline
How To: Evaluate Education Programs
PUB DATE- 80
NOTE- 164p.
AVAILABLE FROM- Capitol Publications, Inc., 1300 N. 17th Street, Arlington, VA 22209 ($39.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Criterion Referenced Tests; Data Analysis; Data Collection; *Evaluation Criteria; *Evaluation Methods; Needs Assessment; *Program Evaluation; *Program Validation

This book presents a compilation of 28 issues of the newsletter, "How To Evaluate Education Programs" from the first one published in September 1977 through the issue of December 1979 on the topic of evaluating educational programs. The subject is covered in the following chapters: (1) How to Choose a Test; (2) How to Rate and Compare Criterion-Referenced Tests; (3) How to Set Evaluation Standards; (4) How to Choose an Evaluation Design; (5) How to Collect Evaluation Information; (6) How to Validate Evaluation Instruments; (7) How to Analyze Data from Evaluations; (8) How to Manage an Evaluation; (9) How to Consider Criterion-Referenced Tests for Evaluation; (10) How to Prove a Program Works; (11) How to Find and Use Good Evaluation Models; (12) How to Collect Accurate Data in the Field; (13) How to Design Achievement Tests; (14) How to Construct Multiple Choice Items; (15) How American Institutes for Research Evaluation Evaluated Bilingual Programs; (16) How to Choose and Use Data Analysis Techniques; (17) How to Cope with Some Practical Problems; (18) How to Conduct a Needs Assessment; (19) How to Write an Evaluation Report; (20) How to Set Minimum Competency Standards; (21) How to Field Test and Validate a Program or Product; (22) How to Make Sense Out of Test Scores; (23) How to Search for Evaluation References; (24) How to Evaluate Teaching; (25) How to Use Questionnaires; (26) How to Use Interviews; (27) How to Evaluate Attitudes; and (28) How to Plan an Evaluation You'll be Proud Of. (JD)

ED 264 188 SP 026 718

Swanson-Owens, Deborah
Identifying Natural Sources of Resistance: A Case Study Analysis of Curriculum Implementation.
PUB DATE- 85
NOTE- 50p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adoption (Ideas); *Program Implementation; Secondary Education; *Teacher Attitudes; *Teacher Response; Theory Practice Relationship

Frequently curriculum implementation procedures consist of little more than teachers receiving descriptions of subject matter, definitions of new or technical terminology, and/or outlines detailing the surface steps of an instructional process. This case study analysis of how two high school teachers adapted some new curriculum features into their courses at the instigation and with the collaboration of the author suggests that efforts to promote this kind of sharing do not guarantee that teachers can or will adopt new curriculum. Those in a position to develop, implement, and evaluate curricula need to pay close attention to the circumstances through which innovations are introduced. They also need to maximize the opportunities for exchange between outsiders and practitioners as both attempt to develop and evaluate what curricular innovations mean in various classrooms. Rather than look at teachers as passive transmitters of information, and new curriculum as a thing ready to elicit a certain type of adoption behavior, curriculum planners and evaluators need to build instructional scaffolds that accommodate individual differences. It is important that training procedures and information take into account the in-place conceptual networks or meaning systems that filter teachers' evaluations of curriculum. Evaluators need to use procedures that will help them to begin to incorporate teachers' perspectives into their assessments of teachers' adoption behavior. (JD)

ED 264 203 SP 026 772

Gebhardt, Richard F.
Twelve Year Survey of Media Availability in Public Schools in Washington State.
PUB DATE- Jul 85
NOTE- 22p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Media; *Educational Resources; *Educational Technology; Elementary Secondary Education; *Resource Allocation; State Norms; Student Teacher Attitudes
IDENTIFIERS- Washington

A series of four questionnaires were mailed to schools in the state of Washington over a 12 year period to: (1) determine trends in media availability; (2) attempt to establish data for projections of media availability in the near future; and (3) consider geographic regions according to different availability. The surveys included 76 items concerning hardware and software in addition to demographic information, and were sent to student teachers from Washington State University in 1971, 1976, 1981, and 1983. The scope of the surveys included all hardware from photographic copiers to television to fade/dissolve slide units to copy cameras. For the 1983 survey, computers were added in the survey items. Software items increasing in availability over the survey period included transparency materials and thermal spirit masters. Software decreasing in availability included diazo materials, dry mount materials, and filmstrips. Reasonably strong increases were seen in hardware, including xerographic copiers, cassette recorder/players, and overhead projectors. Decreasing availability was seen for such hardware items as portable projection screens, reel type recorders, and primary and regular typewriters. Projections are made for future directions of software and hardware educational media. The media questionnaire is appended. (CB)

ED 264 219 SP 026 908

Hock, Roger R.
Professional Burnout among Public School Teachers.
PUB DATE- 85
NOTE- 59p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; Job Satisfaction; Psychological Characteristics; *Public School Teachers; Stress Management; *Stress Variables; *Teacher Burnout; *Teaching Conditions

By means of a literature review and teacher survey, the following key questions are addressed: (1) How widespread is the problem of professional burnout among public school teachers? (2) What are the professional characteristics of teachers who suffer from burnout? (3) In what ways do teachers differ in the amount of job-related stress and dissatisfaction they experience? (4) Is the process of burnout modified by teaching climate? What conditions promote burnout? Which reduce it? (5) What are the specific sources of stress and dissatisfaction which are associated with professional burnout among public school teachers? and (6) What are the most frequently cited effects of burnout? Responses to a questionnaire were received from 939 San Diego teachers. The survey instrument consisted of 66 items divided into five sections: (1) demographics; (2) teaching climate; (3) areas of stress or dissatisfaction commonly experienced by teachers on their jobs; (4) psychological effects--the level of burnout which the teacher experiences; and (5) physical effects. Responses are presented in tabular format with accompanying narrative analysis. Suggestions are made for future research. A copy of the survey questionnaire is appended. (JD)

ED 264 251 TM 850 524

Danzig, Arnold B.
Student Outcomes on the Arizona Teacher Proficiency Examination.
PUB DATE- 31 Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; *Competency Based Teacher Education; Educational Legislation; Higher Education; *Minimum Competency Testing; Minority Groups; Politics of Education; State Programs; State Standards; *Teacher Evaluation; *Teacher Qualifications; Test Results
IDENTIFIERS- *Arizona Teacher Proficiency Examination

This paper examined some of the issues surrounding the Arizona Teacher Proficiency Examination (ATPE), including the rationale for teacher testing, the Arizona approach to testing, and selected student outcomes. Arizona moved from Legislative directive in April 1980, to the implementation of the Arizona Teacher Proficiency Examination in June 1981. The Basic Skills component of the ATPE was a four hour, 150 question test made up of three parts: reading, grammar, and mathematics. A passing grade was 80 percent on each subtest. In April 1984, legislation was signed requiring students entering teacher education programs to pass the Basic Skills exam. Failure rates were particularly high among minorities, with the overall minority failure rate averaging 69 percent. Reasons for testing at the entry level were discussed, and exam scores were compared with other measures of student ability. Alternatives were offered to basic skills testing. (LMO)

ED 264 265 TM 850 750

Reckase, Mark D.; McKinley, Robert L.
Some Latent Trait Theory in a Multidimensional Latent Space.
PUB DATE- Jul 82
NOTE- 28p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); Higher Education; *Latent Trait Theory; *Mathematical Models; *Multidimensional Scaling; *Predictive Measurement; Psychometrics; Simulation; Tables (Data); Test Items
IDENTIFIERS- ACT Assessment; *Parametric Analysis; Rasch Model; *Unidimensional Scaling

This paper reviews the existing multidimensional item response theory (IRT) models and demonstrates how one of the models can be applied to estimation of abilities from a test measuring more than one dimension. The purposes of this paper were threefold. First, the fundamental concepts required when considering multidimensional models for the interaction of a person and a test item were defined. These concepts included the multidimensional latent space, the item difficulty function, and the item discrimination function. These definitions were conceived as multidimensional generalizations of similar concepts in unidimensional IRT models. Second, six existing multidimensional models were reviewed and, on the basis of their similarities, were classified into three general categories. The characteristics of these categories were described, and the general Rasch model was selected for further study on the basis of ease of parameter estimation. Third, estimation procedures for the parameters of the general Rasch model were described and applied to a set of simulation data that had been generated according to a two-dimensional special case of the model. The results indicated that a very close correspondence had been obtained between the estimated item parameters and those used to generate the simulation data. (PN)

ED 264 279 TM 850 765

Prestwood, J. Stephen; And Others
Armed Services Vocational Aptitude Battery: Development of Forms 11, 12, and 13.
Assessment Systems Corp., St. Paul, Minn.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-85-16(I)
PUB DATE- Sep 85
NOTE- 123p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Ability Identification; *Aptitude Tests; *Armed Forces; Data Collection; *Equated Scores; *Item Analysis; Latent Trait Theory; Occupational Tests; Population Distribution; Postsecondary Education; Raw Scores; Scaling; Scores; Tables (Data); *Test Construction; *Test Theory; Vocational Aptitude; Young Adults
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

Six new forms of Armed Services Vocational Aptitude Battery (ASVAB) were developed. These new forms were equated to a standard reference test, ASVAB 8a, using normative data based on a 1980 weighted probability sample of American youth, ages 18-23. Equating allows the services to report the distributions of examinee ability on a common metric or standard regardless of which form of the test the examinees take. It also provides consistent meanings for cutting scores used in selection and classification. The new ASVAB forms were analyzed using data collected in Recruit Training Centers (RTCs) and Military Entrance Processing Stations (MEPS). The subtests and items were analyzed using both conventional and item response theory procedures. For each form, linear and smoothed equipercentile equating tables were then developed for the 10 raw subtest scores, two raw-score composites, and 14 standard-score composites. The Joint Services Selection and Classification Working Group met in April of 1983 and selected two sets of linear equating tables for future use. For ASVAB 12a, the tables developed in the RTCs for that form were selected. For the other new forms, the tables developed in the MEPS using ASVAB 11a were selected. (The selected equating tables are appended.) (LMO)

ED 264 293 TM 850 785

Thomas, Felicia

The Effects of Intellectual Functioning and Mediation on Conceptual Learning for Black College Students.

PUB DATE- Apr 85

NOTE- 95p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18-21, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Tests; *Black Students; College Students; *Concept Formation; Higher Education; *Intelligence Quotient; Learning Processes; *Mediation Theory; *Paired Associate Learning; Questionnaires; Socioeconomic Background

IDENTIFIERS- *Wechsler Adult Intelligence Scale

This investigation examined the effects of mediation and Intelligence Quotient (IQ) scores on conceptual learning for black college students. It was predicted that higher IQ scoring subjects would not outperform lower IQ scoring subjects under nonmediated learning conditions but would significantly outperform lower IQ scoring subjects under mediated learning conditions. Sixty subjects learned one of two paired-associate lists and a concept list. Mediation and nonmediation scores were derived for each subject based on performances of previously learned paired-associate word lists. At the conclusion of the concept list, the Vocabulary test of the Wechsler Adult Intelligence Test was administered, followed by a Family Background Questionnaire to ascertain the socioeconomic status of the participants. Separate Scheffe Multiple Comparisons were performed on the two concepts employed (white and soft). The findings indicate that when "soft" was the concept investigated, both the highest and lowest scoring groups profited from the mediation condition; but only the highest scoring group utilized the mediation condition to sufficiently and significantly improve performance over nonmediation. Analyses derived from "white" did not indicate a significant main effect of either IQ score or condition. In fact, there was reversal of the phenomena found for "soft." (PN)

ED 264 308 TM 860 019

Ryujin, Donald H.; Herrold, Alison J.

Cross-Sex Comparisons: A Word of Caution.

PUB DATE- Mar 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (56th, Boston, MA, March, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Correlation; *Expectation; Higher Education; Hypothesis Testing; Prediction; *Predictor Variables; Questionnaires; Regression (Statistics); *Self Evaluation (Individuals); *Sex Differences; Statistical Analysis; Young Adults

The purpose of this study was to examine the nature of the expectancy-performance relationship for each sex and to determine whether cross-sex comparisons are appropriate. Students' expectancies for academic performance and the relationship of the expectancies to actual grades were examined. Subjects were 331 students (168 women and 163 men) enrolled in a variety of courses at a small Midwestern university, and courses were chosen to represent a wide range of sex-role stereotypes as well as sex-role neutral disciplines. On the first day of examination, the experimenter distributed questionnaires asking students to indicate the grade they expected. Actual grades were obtained from professors following the examination. The conclusion was made that, relative to men, women's lower academic achievement cannot be attributed to their lower expectancies for success, and that women's expectancies do not seem to have the same effect upon, or relationship to, their academic performance. The conclusion also was made that in order to avoid incorrect cross-sex comparisons, an analysis must be made of the equivalence of the within-sex regression equations. Suggestions were also made for studies comparing other types of groups. (LMO)

ED 264 322 UD 024 585

Job Patterns for Minorities & Women in Private Industry, 1981. Equal Employment Opportunity Report. Volume 1.

Equal Employment Opportunity Commission, Washington, D.C.

PUB DATE- 84
NOTE- 671p.; For Volume 2, see UD 024 586.
LANGUAGE- English
EDRS Price - MF03/PC27 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Employed Women; *Employees; *Employment Patterns; Employment Statistics; *Ethnic Groups; Industry; *Labor Force; National Surveys; *State Surveys; Tables (Data)

As part of its mandate under Title VII of the Civil Rights Act of 1964, the Equal Employment Opportunity Commission requires periodic reports from public and private employers, unions, and labor organizations, indicating the makeup of their workforce by sex and by race/ethnic categories. This volume contains two tables summarizing data obtained as part of the Employer Information Report for 1981. Table 1 indicates occupational employment in private industry by race/ethnic group and sex, and by industry, for the United States as a whole (excluding Hawaii). Table 2 indicates occupational employment in private industry by race/ethnic group and sex, by state and industry. The data provided come from individual establishment and headquarters' reports for 174,600 reporting units with 34.1 million workers (45 percent of all private, non-farm wokers). The instruction booklet for employers filing data also is included in this volume. (GC)

ED 264 349 UD 024 618

Willie, Charles V.

The Brown Decision and the Civil Rights Movement: An Historical Perspective.

PUB DATE- 84
NOTE- 9p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- *Black Influences; *Civil Rights; Desegregation Effects; Desegregation Litigation; Politics of Education; Racial Integration; *Racial Relations; *School Desegregation; *United States History
IDENTIFIERS- *Brown v Board of Education

This paper presents a broad discussion of the historical, political, and philosophical aspects of school integration as embodied in the Brown decision of 1954. Segregated education is damaging to both whites and blacks. Thus, the Brown decision was beneficial for the majority group as well as for minorities. Historically, in fact, free public education in the South only came about because of the work of interracial State legislatures during Reconstruction, again demonstrating mutual benefits for blacks as well as whites. The Brown decision marked the culmination of the legal phase of the civil rights movement, but three additional phases--demonstration, legislation and implementation--have been necessary. The history of Brown and the civil rights movement indicates that: (1) the dominant people of power often lack the wisdom to know how and when to yield that which is not theirs to keep; (2) oppressed people seldom gain their freedom until they decide to cease cooperating in their own oppression; and (3) one negative adaptation tends to generate another negative adaptation until the group responsible for initiating the negative spiral of activity makes a positive statement. (KH)

ED 264 236 SP 027 059

Thiessen, Dennis; Moorhead, Roslyn
More Than Marks. What Teachers Say about Student Evaluation.
Ontario Public School Teachers' Federation, Toronto.
PUB DATE- Nov 85
NOTE- 50p.
AVAILABLE FROM- Ontario Public School Teachers' Federation, 1260 Bay Street, Toronto, Ontario, M5R 2B7 ($6.00 Canadian).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Grading; Informal Assessment; Inservice Teacher Education; *Student Evaluation; *Teacher Attitudes; *Teacher Response; *Teacher Student Relationship
IDENTIFIERS- *Ontario

The first chapter of this monograph sets forth the central purpose of the reported study: "Why do teachers prefer to use particular practices in student evaluation?" Chapter two explores the question: "How should evaluation influence the learning of each student?" and defines three specific issues, quotes what some teachers say on each issue, compares how a teacher with an "interactive" orientation would approach each issue in particular classroom situations with practices of a teacher with a "responsive" orientation, and summarizes those practices which best depict the resolution teachers from both orientations would follow. Chapter three repeats the same structure with the general issue, "What guidelines should govern the evaluation of students?" The fourth chapter elaborates on how the teachers with an interactive orientation have some similarities with the teachers with a responsive orientation on what they do and do not emphasize, but differ on the meaning of what is central and matters most to them in student evaluation. Chapter five proposes ways for teachers to use this book as a catalyst for professional development in their schools. This book is the result of analysis of responses from over 300 teachers, from which a questionnaire was developed and materials obtained for structuring personal interviews. (JD)

ED 264 336   UD 024 604

Sturman, Andrew
Immigrant Australians and Education. A Review of Research. Australian Education Review Number 22.
Australian Council for Educational Research, Hawthorn.
REPORT NO.- ISBN-0-85563-415-4
PUB DATE- 85
NOTE- 105p.
AVAILABLE FROM- Distribution Services Division, The Australian Council for Educational Research Limited, P.O. Box 210, Hawthorn, Victoria 3122, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cultural Pluralism; Educational Attainment; *Educational Attitudes; Education Work Relationship; Elementary Secondary Education; *Equal Education; Foreign Countries; *Immigrants; Non English Speaking; Occupational Aspiration; *Outcomes of Education; Postsecondary Education; School Holding Power
IDENTIFIERS- *Australians

This review examines whether immigrant Australians are disadvantaged educationally or vocationally by the education they receive, and whether their educational experiences are of a high quality and relevant to their needs. First, data is provided on the patterns of post-war immigration, along with information about the changing attitudes of Australian society toward immigrants. Then, a concept of educational disadvantage is presented, which incorporates elements regarding equality, equity, and cultural diversity. The aspirations and attitudes of immigrant Australians toward their schooling experiences are described; in general, immigrants' aspirations are high and their attitudes positive toward the schools in relation to native Australians. Examined next are teacher expectations and perceptions, the classroom interaction process, schools' ethnic policies, and schools' roles within the social structure might affect immigrants and contribute to social class inequalities. Two aspects of educational outcomes, retention rates and educational achievement, are considered. Retention and aspirations were found to be high, particularly among non-English speaking immigrants. Achievement was found to suffer at both the primary and secondary level, probably largely due to language related problems. Immigrant experiences with tertiary education are discussed. Immigrants appear to have high aspirations in this area as well, preferring universities and colleges over other institutions. Next is a discussion of how immigrant Australians approach the transition from school to work, and how well their educational achievements translate into vocational outcomes. Finally, a concluding section discusses problems with research on immigrant Australians. (CG)

The International System of Units (SI) in Oceanography. Report of IAPSO Working Group on Symbols, Units and Nomenclature in Physical Oceanography (SUN). Unesco Technical Papers in Marine Science 45. IAPSO Publication Scientifique No. 32.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Marine Sciences.
PUB DATE- 85

NOTE- 133p.; Prepared under the auspices of the International Association for the Physical Sciences of the Ocean (IAPSO).
AVAILABLE FROM- Division of Marine Sciences, Unesco, Place de Fontenoy, 75700 Paris, France.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140) Reference Materials - General (130)
DESCRIPTORS- Chemistry; *College Science; Geophysics; Higher Education; *Metric System; *Oceanography; Science Education; *Water

This report introduces oceanographers to the International System of Units (SI) in physical oceanography. The SI constitutes a universal language, designed to be understood by all scientists. It facilitates their mutual comprehension and exchange of views and results of their work. The first part of the report is devoted to physical quantities, units and symbols, SI units and basic rules, and specific recommendations for the field of physical sciences of the ocean. The second part consists of tables of the quantities that are used in physical oceanography (fundamental quantities of seawater, physical properties of pure and seawater, dynamical oceanography, optical oceanography, marine geophysics, marine geochemistry, and chemical oceanography). Each table contains its preferred symbol, a short definition if necessary, and its unit in the SI, together with its symbol. Conversion factors between certain units and the corresponding (SI) units are given for dynamical oceanography and marine geophysics. (Author/JN)

ED 264 160 SO 016 898

Gill, Margaret; Massiah, Joycelin

Women, Work and Development. Women in the Caribbean Project, Volume 6.

University of the West Indies, Cave Hill (Barbados). Inst. of Social and Economic Research.

PUB DATE- 84
NOTE- 149p.; For related volumes, see SO 016 894-897.
AVAILABLE FROM- Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Influences; *Economic Development; Economic Status; *Employed Women; *Employment; *Females; Foreign Countries; Models; Quality of Life; Sex Discrimination; *Sex Role; Social Class; Social Indicators
IDENTIFIERS- Barbados; *Caribbean

One of a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, this publication examines women's work in the Caribbean. The project's purpose is to establish a data base for teaching, research, and planning purposes and to develop guidelines for a cohesive social policy that recognizes women's needs and draws on their skills and talents for program planning and execution. Following an introduction by Patricia Anderson, there are two papers. The first paper looks at "Woman, Work and Development: Barbados, 1946-1970" (Margaret Gill). Discussed is the question of the interrelationships between economic structures and cultural patterns, as they affect the status of women in the Caribbean and as they are themselves utilized by women in the attempt to improve their position. The second paper, "Indicators of Women in Development: A Preliminary Framework for the Caribbean" (Joycelin Massiah), suggests the components of an integrated model of social indicators that can be used to assess the level of well-being of women in Caribbean societies. Quantitative data tables and references are provided. (RM)

ED 264 173 SP 026 495

Hall, Gene E.

A Hindsight Analysis of the National Agenda for Teacher Education Research for the 1980's. R&D Report No. 3193.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 26 Apr 84

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Research; Higher Education; Internship Programs; Program Effectiveness; *Research Needs; *Teacher Education; Teacher Education Programs

A review is presented of the process and agenda that were developed for research in teacher education for the first half of the 1980's. The purposes of the agenda building effort are discussed and descriptions are offered of activities that took place and some of the results of the project. In discussing the overall conceptual framework which was developed to guide the 18 month agenda building process, it is pointed out that emphasis was placed upon viewing teacher education as occurring across a professional continuum as it is experienced by teachers, rather than disjointedly as it is organized institutionally. This continuum consists of preservice training and preparation, induction, and inservice education. Examples are given of teacher education topic areas in which research has been conducted, or further research is needed: (1) content of preservice education, induction, and inservice teacher education; (2) design and delivery of preservice, induction, and inservice teacher education; (3) collaboration of delivery systems; (4) social, political, economic, and cultural contexts of teacher education; (5) strategies and limitations of research for contributing to the development, design, and evaluation of the teacher education continuum; (6) present research perceptions of teachers and teacher educators as learners; and (7) how research findings can be shared and disseminated. Some recommendations are made for further research needs, and some predictions are offered of possible changes in the field of teacher education and schooling. (JD)

ED 264 189 SP 026 719

Grimmett, Peter P.
A Proposal to Study the Effects of Supervisory Intervention on the Classroom Teaching Performance of Supervisees.
PUB DATE- 3 Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Prepared at the Centre for the Study of Teacher Education, University of British Columbia.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Research Utilization; *Staff Development; Supervisor Qualifications; *Supervisory Methods; Teacher Improvement; *Teacher Supervision

The proposed study will examine whether effective clinical supervision requires supervisors who practice certain strategies and procedures as they dialogue with supervisees in the conference, or whether the mere acquisition by supervisors and/or supervisees of research-verified knowledge about teaching and learning, e.g., the role of academic feedback in pupil learning, is sufficient to improve the classroom teaching of the supervisee. This "process" vis-a-vis "content" investigation will be examined in the light of the supervisor conceptual level. "Process" strategies and procedures have been identified only in high conceptual level supervisors. This study may demonstrate that these strategies are associated with a positive effect on supervisee teaching. Where practicing supervisors are not using these strategies, they could be taught as a compensatory model for improving effects of supervisory intervention. It is suggested that "content" about teaching and learning in itself is associated with positive effects on supervisee classroom teaching. It is tentatively concluded that supervisors and/or supervisees merely need to be exposed to such knowledge. Where only supervisees are exposed to the "content" amd the effects on their classroom teaching are found to be positive, the viability of supervisory intervention is questionable, and different organizational means to bring about improved classroom teaching should be sought. (Author/JD)

ED 264 204 SP 026 773

Keenan, Thomas P.
Electronic Learning: Perspectives on Maintaining an Educational Relationship through Electronic Communication.

PUB DATE- Jul 85
NOTE- 23p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; Computer Literacy; Foreign Countries; *Networks; Secondary Education; *Secondary School Students; *Student Attitudes; *Telecommunications
IDENTIFIERS- Canada; *Electronic Mail

Fifty gifted teenagers from across Canada, who were taught the Honeywell MULTICS "mail" and "forum" systems, were allowed free reign on an electronic communication system for several months. This paper reports on the students' use of the system, and on some of the interesting and unusual events which occurred during the course of the experiment. Among the conclusions discussed are: (1) Electronic communication provided a valuble means for these gifted students to continue their interaction; (2) Several joint projects evolved showing the potential for working together at a distance; (3) Students enjoyed the experience; (4) Students developed a strong "brand loyalty" and resisted attempts to shift them over to other electronic communication systems; and (5) Students went to great lengths to maintain their electronic links, including buying computer equipment and paying long distance charges. The report concludes that future investigations should examine students' use of research databases. (CB)

ED 264 220 SP 026 913

Gray, Howard, Ed.

Intermountain Leisure Symposium Proceedings (6th, Logan, UT, November 7, 1985).

SPONS. AGENCY- Utah State Univ., Logan.

PUB DATE- 7 Nov 85

NOTE- 109p.; Document contains small type.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Family Life; Leisure Education; *Leisure Time; *Management Development; *Parks; Physical Health; *Recreational Activities; *Recreational Programs

Topics covered in this symposium included: (1) a perspective for seeking commercial sponsorships; (2) developing an activity program that perpetuates developmental skills; (3) emerging American lifestyles: implications for park and recreation professionals; (4) clinical hypnosis: a possible adjunct to therapeutic recreation; (5) impact fees for parks and recreation; (6) developing a family philosophy of recreation; (7) outdoor recreation leadership; (8) risk activities at St. Cloud State University; (9) accident reports--tools for sound management; (10) Utah youth opinions on marriage and the family; (11) curriculum evaluation for educators in recreation and leisure services; (12) effective department administration; (13) public-commercial cooperation in recreation programs; (14) person-centered leisure services curricula; (15) five year follow-up of The Harborview Medical Center Rehabilitation Service Community Integration Program; (16) measuring satisfaction of National Outdoor Leadership School Students; (17) promoting health in the parks and recreation setting; (18) youth recreation leadership development and the Job Training Partnership Act; (19) fitness in America; (20) adventure games: safe risk recreation; (21) managing our way to a preferred future; (22) pricing for recreation; (23) the effect of year-round school on leisure patterns and programs; (24) the cultural arts park at Fargo, North Dakota; (25) the role of computers in developing leisure programs; (26) visual educational technology; (27) therapeutic recreation programming for the head injured patient; and (28) practicum agencies and excellence. (JD)

ED 264 252   TM 850 545

Brandes, Barbara G.; Padia, William L.
Evaluation of a Statewide Staff Development Network.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Literacy; *Continuing Education Centers; Higher Education; *Inservice Teacher Education; Mathematics Education; *Program Evaluation; Public Policy; Science Education; *Staff Development; *State Programs
IDENTIFIERS- *California; Investment in People Program; *Teacher Education and Computer Centers

Findings from an evaluation of Teacher Education and Computer (TEC) Centers were presented. The California State Legislature authorized 15 TEC Centers to provide staff development services to teachers and administrators. Evaluation of the Centers focused on several policy issues in order to describe the major accomplishments of TEC Centers on a statewide basis, as well as to characterize some of the activities of individual centers. Four issues were identified for the evaluation through discussion with TEC Center directors and with legislative staff: (1) the mission and resources of the TEC Centers; (2) services and training provided, (3) staff development strategies and models used; and (4) the TEC Centers as a regional staff development network. Sources of information included site visits, telephone interviews, staff interviews, surveys, and document analysis. In addition, information was obtained from a comprehensive database in which individual centers record all training provided. During the year, the TEC Centers offered a total of 2,466 courses representing a total of 28,711 training hours. There were 68,726 participants in training courses. The greatest portion of training activity was devoted to computer use, and the second greatest portion was devoted to the area of instruction or teaching methodology. (LMO)

Tsutakawa, Robert K.

Estimation of Item Parameters and the GEM Algorithm.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jul 82
NOTE- 10p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
CONTRACT- N00014-81-K-0265; NR-150-464
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Item Analysis; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Psychometrics; Statistical Studies
IDENTIFIERS- *EM Algorithm; *GEM Algorithm; Parametric Analysis

The models and procedures discussed in this paper are related to those presented in Bock and Aitkin (1981), where they considered the 2-parameter probit model and approximated a normally distributed prior distribution of abilities by a finite and discrete distribution. One purpose of this paper is to clarify the nature of the general EM (GEM) solution, assuming that convergence has already taken place. For this purpose the general situation is considered and conditions are then given under which the GEM solution maximizes the likelihood function based on incomplete data. For the 2-parameter logistic model, the equations occurring at each iteration of the GEM algorithm are compared with the likelihood equations for the incomplete data. The GEM approach is shown as computationally simpler than the solution via direct methods. In practice, for latent trait applications in particular, once there is convergence, the author feels it is usually easy to test the solution by examining the likelihood function in a neighborhood of the solution and to verify whether it is at least a local maximum. This paper concludes by demonstrating that for the one parameter logistic model, convergence by the concavity of the log-likelihood function is assured. (PN)

ED 264 280 TM 850 766

Steele, D. Joyce

A Descriptive Comparison of Test Items Utilized in Pilot and Live Administrations of the Alabama High School Graduation Examination.

PUB DATE- 8 Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; *Comparative Testing; *Difficulty Level; Graduation Requirements; High Schools; Language Tests; Mathematics Tests; *Minimum Competency Testing; *Pretesting; Reading Tests; Sampling; State Programs; Test Bias; *Test Construction; Testing Programs; *Test Validity
IDENTIFIERS- *Alabama High School Graduation Examination

This paper contains a comparison of descriptive information based on analyses of pilot and live administrations of the Alabama High School Graduation Examination (AHSGE). The test is composed of three subject tests: Reading, Mathematics, and Language. The study was intended to validate the test development procedure by comparing difficulty levels of common test items measuring competencies on the initial item pilot and on the live administrations. Data were collected during two phases of pilot testing and four live administrations. Public schools in Alabama with at least 50 students were randomly sampled to participate in the pilot procedure. Data were analyzed, and difficulty levels and discrimination indexes for all pilot items were calculated, based on the proportion of students completing the item correctly. A second pilot test involved testing of forms. Following live administrations, common items were compared with the initial item pilot. The comparison demonstrated the stability of the difficulty level and supported the validity of the test development procedure. Although a higher percentage of students passed items on the live administration, the slight increase in percentage seemed to be consistent from one form to another. (LMO)

ED 264 294 TM 850 787

Burton, Linda

The Effects of Musical Accompaniment on Visual Information Processing within and across Selected Personality Type Groups.

PUB DATE- Feb 85
NOTE- 16p.; Paper presented at the Eastern Educational Research Association (8th, Virginia Beach, VA, February 7-9, 1985). Based on a doctoral dissertation, University of Maryland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Cognitive Processes; Higher Education; Individual Differences; *Music Therapy; *Personality Measures; Recognition (Psychology); Visual Learning; *Visual Measures
IDENTIFIERS- *Group Embedded Figures Test (Oltman); *Myers Briggs Type Indicator

The effects of musical accompaniment on two different visual information processing activities were examined in individuals of differing selected personality types. The Myers Briggs Type Indicator Form G was administered to classes of University students. From the results, four subgroups, the sensing-thinking, sensing-feeling, intuitive-feeling, and the intuitive-thinking were selected with 16 subjects each. Two different visual information processing experiments were conducted. Each experiment contained two parallel portions which were alternately presented with musical accompaniment and without musical accompaniment. Experiment 1 consisted of the two parts of the Group Embedded Figures Test (GEFT) by H. A. Witkin. Experiment 2 consisted of two parallel visual recognition tasks. Results of the two-way analysis of variance in Experiment 1 and Experiment 2 indicated no significant differences between the musical accompaniment treatments or among differing personality types in the number of items correct. However, a significant difference did exist in Experiment 1 in the number of referrals between the musical accompaniment treatments. Significantly less referrals to the figure to be traced in the GEFT were made with musical accompaniment than with no musical accompaniment. There were no significant differences among personality types in the number of referrals. (Author)

ED 264 309 TM 860 020

Prinzmetal, William; And Others
Does Attention Affect Visual Feature Integration?
Oregon Univ., Eugene. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-85-2
PUB DATE- 1 Jul 85
NOTE- 57p.
GRANT- N00014-83-K-0601
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attention; *Cognitive Processes; Color; *Cues; Higher Education; Psychological Studies; Recognition (Psychology); *Visual Perception; *Visual Stimuli; Young Adults
IDENTIFIERS- *Feature Integration

This work investigates, first, whether the integration of color and shape information is affected by attending to the stimulus location, and second, whether attending to a stimulus location enhances the perceptual representation of the stimulus or merely affects decision processes. In three experiments, subjects were briefly presented with colored letters. On most trials, subjects were precued to the stimulus location (valid cue); on some trials a nonstimulus location was cued (invalid cue). Subjects were less likely to incorrectly combine colors and letter shapes following a valid cue. The attentional facilitation afforded by the cue was not limited to feature integration, but also affected the registration of features. However, when the amount of feature information was strictly controlled, attention still affected feature integration. The results indicate that orienting attention to the location of the cue affects the quality of the perceptual representation for features and their integration. (Author).

ED 264 323 UD 024 586

Job Patterns for Minorities & Women in Private Industry, 1981. Equal Employment Opportunity Report. Volume 2.

Equal Employment Opportunity Commission, Washington, D.C.
PUB DATE- 84
NOTE- 584p.; For Volume 1, see UD 024 585.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Employed Women; *Employees; *Employment Patterns; Employment Statistics; *Ethnic Groups; Industry; *Labor Force; Males; National Surveys; Tables (Data); *Urban Areas
IDENTIFIERS- *Standard Metropolitan Statistical Areas

As part of its mandate under Title VII of the Civil Rights Act of 1964, the Equal Employment Opportunity Commission requires periodic reports from public and private employees, unions, and labor organizations, indicating the makeup of their workforce by sex and by race-ethnic categories. This volume contains two tables summarizing data obtained as part of the Employer Information Report of 1981. Table 1 indicates occupational employment in private industry by race/ethnic group and sex and by industry, for Standard Metropolitan Statistical Areas (SMSAs) with populations of one million or more. Table 2 indicates occupational employment in private industry by race/ethnic group and sex for SMSAs with populations of less than one million. The data came from individual establishment and headquarters' reports for 174,600 reporting units with 34.1 million workers (45 percent of all private, non-farm workers). The instruction booklet for employers filing data also is included in this volume. (GC)

ED 264 350 UD 024 619

Kelly, James, Jr.
From Here--Where?

PUB DATE- 84
NOTE- 13p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606. List of references are missing.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Civil Rights; *Desegregation Litigation; *Justice; Political Attitudes; Racial Discrimination; *Racial Relations; *School Resegregation; *Social Change
IDENTIFIERS- Brown v Board of Education

This paper discusses generally the impact of the Brown decision of 1954 on education. It presents five major "lessons" suggested by the history of school desegregation: (1) the attack on bigotry and injustice must be fought on all fronts--with votes, political interest groups, multicultural education, economic planning, and political consolidation. Litigation will not by itself solve problems with deep roots in social and economic conditions. (2) Liberty and equality are not polar opposites: equal opportunity must be seen as a goal necessary to all. (3) At present, in some ways, society is more segregated than ever: people have found ways to resegregate, not on specific racial grounds, but with results that are just as destructive to fairness and justice. (4) The costs of social change are charged always to those who are least able to afford the strain. Desegregated schools are no solution as long as society's politics, housing, incomes class structures and churches are segregated. (5) The nostalgia and resentment that follow radical social change generate the pernicious myth that there is a great, good place in the past that society must return to because it has gone too far. The inertia and resistance to the impact of Brown, on the part of active opponents as well as those who yearned for more comfortable times, was underestimated. The Brown case illustrates a first principle: equality is a good thing that needs no defense. (KH)

ED 264 131 SE 046 294

Kapadia, Ramesh, Ed.; Kyffin, Huw, Ed.
Modelling for Schools/Colleges. South Bank Research Series in Mathematical/Computing Education 1. An External Paper.
Polytechnic of the South Bank, London (England). Dept. of Mathematical Sciences and Computing.
PUB DATE- 85
NOTE- 107p.
AVAILABLE FROM- Mr. M. Morgan, Dept. of Mathematical Sciences and Computing, Polytechnic of the South Bank, Borough Rd., London SE1 0AA, England (3.00 pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Mathematics; Foreign Countries; Higher Education; *Mathematical Models; Mathematics Education; *Mathematics Instruction; Secondary Education; *Secondary School Mathematics; *Teaching Methods

This document consists of seven chapters. The first chapter analyzes the modeling process and gives reasons for introducing a modeling approach in classrooms, arguing that students will develop more confident and positive attitudes toward mathematics. The next five chapters contain case studies, which focus, respectively on: whether it is more economical to rent or buy a television set; how pricing policy affects profit; how a rear window wiper should be positioned on an automobile to sweep the maximum area; the mathematics of the long jump; and which of three schools should be shut due to declining enrollments (by calculating traveling time by different modes of transportation). Each of these chapters includes: an introduction to the problem to be modeled, with prerequisites and the target age-range (and learning objectives, when applicable); list of assumptions on which the model is based; an influence diagram showing the relationship between factors; model development (which may consist of several parts); and a concluding section which draws out implications and gives ideas for further work. Assessment items are included for several models. The final chapter contains a list of models which could be used in the classroom together with a list of references and a bibliography. (JN)

ED 264 145 SE 046 316

Chandler, William U.
Banishing Tobacco. Worldwatch Paper 68.
Worldwatch Inst., Washington, D.C.
REPORT NO.- ISBN-0-916468-68-2
PUB DATE- Jan 86
NOTE- 53p.
AVAILABLE FROM- Worldwatch Inst., 1776 Massachusetts Ave., N.W., Washington, DC 20036 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; *Cancer; *Death; Drug Abuse; Drug Use; Foreign Countries; Performance Factors; Physical Health; Policy; *Smoking; *Tobacco; *World Problems

This report focuses on topics and issues related to the global use of tobacco. It consists of an introduction and six major sections. These sections deal with: (1) the epidemic rate at which smoking is spreading, indicating that the global rate has grown nearly 75 percent over the past two decades and is growing at 2.1 percent per year, faster than world population growth; (2) health factors, indicating that lung cancer is predominantly a disease of smoking and showing the international correlation between cigarette consumption and lung cancer deaths after 20 years of smoking; (3) sidestream smoke (which wafts from a smoker's cigarette to an involuntary smoker) and its effects on others, indicating that passive smoking has been correlated with lung cancer in nonsmoking spouses of smokers in more than 10 studies; (4) effects on children, indicating that in one United States survey, smokers gave birth to underweight babies twice as often as other women did; (5) antismoking efforts to date; and (6) stronger measures, such as banishing tobacco by prohibiting tobacco from workplaces and public buildings. Data tables are included when applicable, for example, on cigarette use in selected countries (1984), and smoking among United States males by educational level (1982). (JN)

ED 264 237 SP 027 060

Calhoun, Emily F.
Teacher Utilization of Supervisory Services.
PUB DATE- Oct 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Resource Staff; *Staff Development; Supervisor Qualifications; *Supervisory Methods; *Teacher Attitudes; *Teacher Supervision

This report describes teacher response to selected aspects of supervision as it exists for teachers in grades one through four in one Georgia school system. Teachers were surveyed to determine their responses to assistance provided by a supervisor to individual teachers or groups of teachers through activities relevant to teacher development, curricular concerns, or instructional problems. They were also surveyed to determine their use of, and attitudes toward, professional development activities. The following questions provided the conceptual framework for this project: (1) Do teachers perceive supervisors and other avenues of assistance as being available? (2) Which direct assistance services are requested most by teachers? (3) From whom do teachers request these direct assistance services? (4) Where do teachers go for instructional resources? (5) Which type of supplemental resources are most used by teachers to improve classroom instruction? (6) How are supervisory services provided to teachers? (7) How valuable are the services provided to teachers? (8) How often are teachers involved in formal professional development activities? (9) How often are teachers involved in informal professional development activities? and (10) How much time do teachers contribute to voluntary informal professional development activities? The answers to these questions decribe current supervisory practice, and can be used as information for general review or as baseline information to plan improvements in present supervisory services or staff development programs. The questionnaire on utilization of supervisory services is appended. (JD)

ED 264 117 SE 046 277

Finlay, Joy
Winter Here and Now.
PUB DATE- 82
NOTE- 136p.
AVAILABLE FROM- Aspen House Productions Ltd., Box 8644, Station L, Edmonton, Alberta, Canada T6C 4J4 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; Art Activities; Elementary Education; *Environmental Education; *Experiential Learning; *Integrated Activities; Interdisciplinary Approach; Mathematics Instruction; *Outdoor Activities; *Outdoor Education; *Science Activities; Science Education; Social Studies; Wildlife
IDENTIFIERS- Snow; *Winter Programs

This book contains a wide variety of winter-oriented ideas and activities that can be adapted to all elementary grade levels and can also be integrated into existing mathematics, science, social studies, and/or art programs. The activities aim to help students develop the skills of observation, appreciation, and problem solving as well as suggesting responsible behaviors toward the environment, each other, and snow equipment. Topic headings include: (1) Study Now Our Winter (establishing a theme and corresponding activities); (2) Stories in the Snow (with information and illustrations of animal tracks); (3) Snow and More Snow (listing experiments and activities to conduct with the snow); (4) Winter Waiting (highlighting facts and activities dealing with plants); and (5) Out and About (discussing winter clothing, insulation, and shelter). (ML)

ED 264 205 SP 026 774

Kissock, Craig
Enhancing Educational Opportunity Using New Technology.
PUB DATE- Jul 85
NOTE- 17p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *Educational Technology; Instructional Improvement; *Program Development; *Rural Education; Secondary Education

A new project, designed by educators in Minnesota, will develop, evaluate, and disseminate model procedures for integrating new information and communications technologies into precollege instruction in rural areas. Consortia of small rural schools using interactive telecommunications will serve as pilot sites for developing and assessing the effectiveness of different models. A motor coach supplied with information and communications technology equipment will serve as a portable classroom and demonstration site. It will offer educators access to new technologies so that their value in achieving goals of instruction can be assessed. As a result, educators will be able to determine the purposes of instruction before deciding how recent and expected developments in information and communications technologies can be used to achieve curricular goals. A presentation is made of the premises, intended outcomes, decision making processes, and activities of a project to guide educators in determining the appropriate use of new information and communications technologies to achieve goals, enhance quality, and provide equal educational opportunity for precollege students in rural areas. (Author/JD)

ED 264 221 SP 026 918

Leigh, Cindy; Thompson, Brenda

Staff Development: An Advisory Approach.

PUB DATE- Nov 85
NOTE- 12p.; Paper presented at the Annual Conference of The National Council of States on Inservice Education (Denver, CO, November, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Advisory Committees; *College School Cooperation; *Inservice Teacher Education; *Participative Decision Making; *Staff Development; *Teacher Participation

The Advisory Model of Staff Development, developed in the Jackson (Mississippi) Public School System, consists of three primary components, each interacting with the others. The System-Wide Staff Development plan is prepared by a committee composed of teachers, administrators, school-board members and laypersons. This insures equity of staff development since information is presented in the same way to each staff in the district. The Personalized School Plan operates in three areas: (1) the staff writes a school improvement plan each year based on needs assessment; (2) teachers individually select objectives for their own growth and development; and (3) the principal and staff maintain the right to advance spontaneous issues or concerns. The school principal, a university representative, and team leaders work together on the advisory program. With the university person acting as mentor, the advisors support and nurture all staff members and advance the staff development program. The university advisor performs the following services: (1) conducts staff development workshop sessions in conjunction with the principal; (2) provides resources for classroom themes, projects, or personal growth topics; (3) conducts problem-solving conferences as requested by the principal or individual staff members; (4) establishes communication lines between teachers; and (5) gives in-class assistance as requested by teachers. Areas of overlap in these functions are discussed as they function to reinforce collegial sharing. (JD)

ED 264 310 TM 860 021

Foley, Mary Ann; Foley, Hugh J.

Do We Process Frequency Information Automatically?

PUB DATE- Mar 85
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Boston, MA, March 21-24, 1985).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Advance Organizers; Cognitive Processes; *Encoding (Psychology); Incidental Learning; Intentional Learning; Language Processing; *Learning Processes; Letters (Alphabet); Memorization; Pattern Recognition; Receptive Language; *Recognition (Psychology); Short Term Memory; *Word Frequency; Word Lists; *Word Recognition
IDENTIFIERS- *Automatization; Nonsense Words

Two criteria for the automatic encoding of learning, instructional manipulation, and stimulus characteristics were studied in subjects who judged the frequency of occurrence of words, letters, and nonwords. In Experiment 1, six word lists were constructed with varying frequency of alphabet letters. A variety of instructions were presented (whether to study word frequency or letter frequency). Some subjects were administered the expected task, and others were surprised with a different test. Results confirmed that subjects were more accurate when they were told to attend to letter frequency (the intentional condition) than word frequency (the incidental condition). In the word frequency task, subjects who were instructed to remember word frequency performed better than those instructed to remember letter frequency, the distractor. Experiment 2 varied the meaningfulness of letter strings (some were words and some were not) and high versus low probability of occurrence. In general, judgment of frequency increased as did actual frequency. As frequency increased, so did the differences in judgments between meaningful versus nonsense words, and between high versus low probability words. It was concluded that frequency information was processed automatically, but varied according to the type of material presented. (GDC)

ED 264 324 UD 024 587

Hispanics and Culturally Sensitive Mental Health Services.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 85
NOTE- 11p.
GRANT- 2-POI-MH-30569-06A1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; Child Psychology; *Cultural Differences; Cultural Influences; *Folk Culture; *Hispanic Americans; *Mental Health; *Psychotherapy; *Puerto Ricans
IDENTIFIERS- Cuento Therapy; Cultural Sensitivity

The objective of improving mental health care for Hispanics has been reviewed, most often, as dependent upon the provision of culturally sensitive mental health services. "Cultural sensitivity," however, is an imprecise term, especially when efforts are made to put it into operation when providing mental health services to Hispanic clients. Nonetheless, there are values and choices implicit in all treatment innovations, and this paper attempts to order and define these embedded assumptions. The concept of cultural sensitivity as used by researchers and mental health practitioners working with Hispanics is examined, with a focus on three levels: 1) the process of making existing traditional treatment available to Hispanic clients; 2) the selection of therapies that fit the Hispanic culture, or the modification of the treatment modality selected by incorporating into it Hispanic cultural elements; and 3) the development of new modalities based upon an aspect of the client's own cultural context. An example of this third approach is Cuento Therapy, a treatment that takes as its medium the folktales of Puerto Rican culture. Through the relating of these folktales to Puerto Rican children experiencing psychological distress, cultural values are transmitted, the mother's role as socializing agent is reinforced, and pride in the cultural heritage is inculcated. It is believed that ego strengths weakened through the acculturative process can thus be reinstated and reinforced. (GC)

ED 264 337 UD 024 606

Brown v. Board of Education of Topeka: An Assessment Thirty Years Later. A Series of Lectures and Discussions, Proceedings (Institute, West Virginia, February 10-11 and April 11-13, 1984).
West Virginia State Coll., Institute.
PUB DATE- 84
NOTE- 175p.; Also sponsored by the Mountain State Bar Association, Inc., Humanities Foundation of West Virginia, and Greater Kanawha Valley Foundation. Colored paper in appendices may affect legibility. For individual papers see UD 024 607-619.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Affirmative Action; *Black Education; *Black History; *Civil Rights; *Desegregation Litigation; Equal Education; Racial Bias; *Racial Relations; *School Desegregation; United States History
IDENTIFIERS- *Brown v Board of Education

Papers presented at a 1984 lecture series and symposium on the impact of the 1954 Brown v. Board of Education of Topeka Supreme Court decision case are collected in this report. The papers (and their authors) are: (1) "Legal Aspects of the Brown Decision" (Robert L. Carter); (2) "Desegregation/Integration and the Media: Fallout from the Brown Decision" (Dexter D. Eure, Sr.); (3) "Civil Rights Law and the Brown Decision" (Jack Greenberg); (4) "Desegregation/Integration and the Media: Fallout from the Brown Decision in West Virginia" (W.E. Chilton, III); (5) "The Roots of Separate and Unequal: The Virginia and West Virginia Heritage--17th to 20th Century" (A. Leon Higginbotham); (6) "Educational Trends and U.S. Commitments Since the Brown Decision" (Kenneth Clark); (7) "The Impact of the Brown Decision on Higher Education" (G. Gordon Gee); (8) "Wisdom and Courage Can Often Prevent Horrible Consequences" (Lawrence D. Reddick); (9) "The Impact of Brown v. the Board of Education of Topeka, Kansas on West Virginia State College" (William J. Wallace); (10) "Education in the Post-Brown Era" (James S. Coleman); (11) "Before and After Brown: Education Context of Change" (Eleanor Smith); (12) "The Brown Decision and the Civil Rights Movement: An Historical Perspective" (Charles V. Willie); (13) "From Here--Where?" (James Kelly, Jr.,). Appended are (1) a list of acknowledgements; (2) a list of program moderators; (3) a copy of the agenda for the 7-session lecture series and symposium; and (4) a set of biographical sketches of the speakers. (KH)

ED 264 146 SO 016 849

Project S.E.E. (Sex Equity in Education): Audiovisual Resources.
California State Dept. of Education, Sacramento.
PUB DATE- 84
NOTE- 49p.; Prepared under the direction of the Title IX Assistance Office.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Audiovisual Aids; Elementary Secondary Education; *Equal Education; Filmographies; Postsecondary Education; Resource Materials; *Sex Discrimination

Intended for use by students, parents, and educators of students of all ages, this resource list provides an annotated guide to over 120 audiovisual resources that promote sex equity in education. Resources are listed alphabetically and by subject matter. A list of over 50 film distributors and their addresses is also included. Resources include the following: carousel slide shows, carousel slide shows with cassette tapes, cassette tapes, films, filmstrips with cassette tapes, mixed media kits, records, and videotapes. (LH)

ED 264 161 SO 016 944

Cook, Kay K.

Latin American Studies. ERIC Digest No. 19.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 4p.
CONTRACT- 400-83-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cross Cultural Studies; Cultural Awareness; Educational Needs; Elementary Secondary Education; Foreign Countries; *Latin American Culture; Resource Materials; *Social Studies; Stereotypes; Teaching Methods
IDENTIFIERS- ERIC Digests; Fact Sheets; *Latin America

This ERIC Digest considers the present state of teaching about Latin America in elementary and secondary schools in the United States, the need and rationale for Latin American studies, effective approaches to teaching Latin American studies, and resources to supplement textbooks that treat Latin America inadequately. Following an introductory section describing the incomplete or biased portrait of Latin America frequently presented in social studies textbooks and the media, four considerations for including more about Latin America in the curriculum are listed: (1) foreign policy--international controversies over the influence of other governments in the politics of Latin America need analysis and examination; (2) physical proximity--Latin American countries are virtually next-door neighbors, with close political, commercial, and cultural interactions with the United States extending over many years, (3) the American heritage--Latin American culture and the Spanish language are part of the American heritage, exerting early and continuing influence on the southwestern region of the United States, and (4) negative stereotyping--it is well documented that Hispanic-Americans in general suffer from explicit negative stereotyping. The world history course is recommended as an especially fertile ground for introducing a Latin American perspective into a study of world events. Classroom strategies and suggestions for a separate Latin American studies course are followed by information on sources of materials and a list of resources. (LH)

ED 264 174 SP 026 498

Wisconsin Center for Education Research News. Summer 1984.
Wisconsin Center for Education Research, Madison.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Serials (022)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Elementary Secondary Education; Humanistic Education; Individual Development; *Research Utilization; *Student Employment; Theory Practice Relationship

This newsletter presents a critical view of some of the perils of translating research findings into classroom practice without careful examination of the human dimensions involved. The first issue discussed is ability grouping; it is pointed out that this practice does not necessarily increase academic achievement, particularly in the lower level achievement groups. Another issue discussed is the potential threat to human development and dignity by too much emphasis on training in basics and insistance on academic excellence to the detriment of a sense of self-worth and interest in the broader societal values on the part of the student. The problem of the impact of students holding jobs outside of school on their classroom performance is considered, and several research findings on the topic are cited. A brief article warns researchers that reform proposals need healthy skepticism and awareness of the realities of the classroom. The final article discusses the risks involved in imposing instructional computers on teachers. (JD)

ED 264 190 SP 026 722

McKinley, Kenneth H.; Meritt, Mary
Teacher Professional Identity and Job-Leaving Inclination in Oklahoma.
PUB DATE- 4 Apr 85
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Change; *Faculty Mobility; Job Satisfaction; *Teacher Attitudes; *Teaching (Occupation)
IDENTIFIERS- *Oklahoma

A report is presented of a study made to identify those primary variables which account for the inclination of Oklahoma classroom teachers to leave the profession permanently. The survey questionnaire addressed the major intrinsic and extrinsic reasons why teachers leave the profession. A sample was chosen from 213 independent and dependent school districts. The study provides data which clearly indicate that classroom teachers who leave teaching do so for a multiplicity of intrinsic reasons. Four major reasons were given: (1) low salaries; (2) inadequate public financial support of the total education enterprise; (3) lack of public recognition of the teaching profession; and (4) not enough time to teach--too much time is spent on classroom discipline and interruptions. The major extrinsic reasons for leaving included: (2) movement out of the state; (2) employment in the noneducation sector; and (3) a return to "homemaking" full-time. Appended to the report are the Oklahoma Teacher Mobility Questionnaire and the interview questionnaire submitted to deans of education. (JD)

ED 264 253 TM 850 601

Hays, Ron; DiMatteo, M. Robin

Reliability, Validity, and Dimensionality of the UCLA Loneliness Scale.

PUB DATE- 18 Apr 85

NOTE- 17p.; Paper presented at the Annual Meeting of the Western Psychological Association (San Jose, CA, April 18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Affective Measures; *College Students; Correlation; *Factor Structure; Higher Education; Hygiene; *Loneliness; Personality Measures; Personality Traits; Rating Scales; Sex Differences; Social Isolation; Student Alienation; Student Behavior; Student Characteristics; *Test Reliability; *Test Validity

IDENTIFIERS- *UCLA Loneliness Scale; Unidimensionality (Tests)

The reliability, validity, and dimensionality of the revised UCLA Loneliness Scale (ULS) were studied with a group of 199 California college students. Other personality tests were administered to measure social anxiety, alienation, health locus of control, drinking-related locus of control, life satisfaction, and personal values. Sociodemographic measures included grade in college, sex, and age. Health-related behaviors assessed included meal regularity, exercise, hours of sleep, drug use, smoking, and alcohol use and negative consequences. The reliability was .90 for the 20-item ULS and .63 for the 4-item short form. Factor analysis indicated five dimensions which are lower-order dimensions of a higher-order factor of loneliness: most importantly, social isolation; followed by unavailability of empathic confidants, unavailability of support persons, lack of social integration, and lack of meaningful social relationships. Loneliness was significantly correlated with alienation; social anxiety; satisfaction with friends, sex life, family or home life, and self; and drinking-related locus of control. Health-related behavior was not significantly correlated. In this sample, males were significantly more lonely than females. Multiple regression anaylsis indicated that the personality variables accounted for sixty percent of the ULS variance. The ULS and the short form are included. (GDC)

ED 264 267 TM 850 752

Mislevy, Robert J.; Bock, R. Darrell

Implementation of the EM Algorithm in the Estimation of Iter
Parameters: The BILOG Computer Program.

PUB DATE- Jul 82
NOTE- 15p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *Computer Oriented Programs; Computer Simulation; Computer Software; *Estimation (Mathematics); *Item Analysis; *Latent Trait Theory; *Maximum Likelihood Statistics; Postsecondary Education; Psychometrics; Test Items
IDENTIFIERS- BILOG Computer Program; *EM Algorithm; *Item Parameters; Law School Admission Test

This paper reviews the basic elements of the EM approach to estimating item parameters and illustrates its use with one simulated and one real data set. In order to illustrate the use of the BILOG computer program, runs for 1-, 2-, and 3-parameter models are presented for the two sets of data. First is a set of responses from 1,000 persons to five items of the Law School Admissions Test. Second is a set of simulated data of 1,000 persons to 18 items. The examples bring into focus the degree to which item parameters in the 3-parameter model can be recovered. The review discusses an EM Algorithm for estimating item parameters; solution for item parameters when person ability values are known; early computer program approaches; and the key elements of the Bock-Aitkin approach. Further described are extensions of the Bock-Aitkin approach, which include: (1) extension of the 3-parameter model; (2) prior distributions on item parameters; (3) estimation of the latent distribution; and, (4) different patterns of item attempts for different persons. (PN)

ED 264 281 TM 850 767

O'Brien, Francis J., Jr.
The Cooperative Preschool Inventory: Test Review.
PUB DATE- 12 Sep 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Correlation; *Culture Fair Tests; *Disadvantaged Youth; Economically Disadvantaged; Factor Structure; Intelligence Quotient; Preschool Education; *Preschool Tests; *School Readiness Tests; *Screening Tests; Socioeconomic Status; Test Bias; Test Construction; Test Reliability; Test Reviews; Test Validity
IDENTIFIERS- Caldwell Soule Preschool Inventory; *Cooperative Preschool Inventory (Revised); Project Head Start; Stanford Binet Intelligence Scale

This paper is a brief psychometric review of the Cooperative Preschool Inventory (CPI-R), Revised Edition intended to supplement the review of CPI in the "Seventh Mental Measurements Yearbook." The 1970 revision of the CPI-R is a brief screening test for teacher-administered testing of three-to-six-year-old children. It is intended to indicate the degree of disadvantage which a child from a deprived background has, at the time of entering school, so that deficits can be remediated. The CPI-R has 64 items in four factor-analytically derived subtests: personal-social responsiveness; associative vocabulary; numerical concept activation; and sensory concept activation. Items are scored correct or incorrect, and responses are recorded in the four-page booklet. Examinees may draw in the booklet, and periodic reinforcement for correct answers may be given by the examiner. Studies of the CPI's validity are minimal. When it was administered to 317 North Carolina kindergarteners, there was found to be a socioeconomic component involved in test scores. There was also a correlation between CPI scores and intelligence quotient. Test norms are based on scores of 1531 children in over 150 Head Start classes, aged 3 to 6. Test reliability is reported as ranging from .86 to .92. (GDC)

ED 264 295 TM 850 788

Haines, Jenny M.; And Others
Analysis of a Telephone Survey: A Case Study.
PUB DATE- 7 Nov 85
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 7, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Attitude Measures; *Cost Effectiveness; *Data Collection; Guidance Programs; Needs Assessment; Questionnaires; *Research Methodology; *School Surveys; *Telephone Communications Systems
IDENTIFIERS- *Telephone Surveys; Tennessee

This study analyzes the cost effectiveness of a telephone survey, using data collected from a survey of 110 Tennessee public school superintendents. The subject of the survey was the status and need for elementary guidance. A telephone survey approach was selected based on time and cost factors, since information had to be completed in the shortest time possible in order to conduct subsequent activities within a two-month period before school ended. Letters and copies of questionnaires for systems with and without guidance counselors were mailed out in advance of phone calls. Follow-up phone interviews sought answers to mailed questionnaires, and the survey was completed in 2 weeks with a 100 percent response rate. Tables and graphs relay the following information: (1) size of Tennessee public school systems; (2) number of calling days and completion rate; (3) percentage of calls made to complete questionnaire; (4) length of calls obtaining information; (5) contact supplying information; (6) times information obtained and source of information; and (7) total cost of the telephone survey. (LMO)

ED 264 351 UD 024 622

Doyle, Denis P.; Hartle, Terry W.

Excellence in Education. The States Take Charge. American Enterprise Institute Studies in Education Policy.

American Enterprise Inst. for Public Policy Research, Washington, D.C.

REPORT NO.- ISBN-0-8447-3580-9

PUB DATE- 85

NOTE- 88p.

AVAILABLE FROM- American Enterprise Institute, 1150 17th STreet, Washington, DC 20036 ($4.95 prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - General (140) Reports - Research/Technical (143)

DESCRIPTORS- Educational Equity (Finance); Educational Finance; *Educational Improvement; *Educational Policy; Educational Quality; *Elementary Secondary Education; *Federal State Relationship; Finance Reform; State Action; *State Government; *State School District Relationship

This book presents a brief description and analysis of the activity of State governments in making educational policy during the past two years. The following three trends are cited as important in the States' increased role: (1) increased State spending on education relative to Federal and local spending; (2) court ordered school finance reform which has led to equalization of spending between districts; and (3) State legislative interest due to the increased spending and a realization of the importance of education to economic growth and social progress. Following an introduction, section two of the book reviews the context for State reforms and discusses the improved professionalism of State governments, the States' interest in educational quality, and the growing perception that high quality education is necessary to ensure economic competitiveness. The third section briefly reviews the States' recent efforts to improve the quality of education, describing the range of new initiatives and summarizing several leading examples of major reforms. The topics covered include teachers, the academic experience, financial support, education organization and structure, and Federal initiatives. The fourth section examines a series of long- and short-range concerns that will have a major impact on the ultimate success or failure of the State efforts to improve the schools, and a final section provides some concluding observations. (CG)

ED 264 118 SE 046 279

Steiner, Hans-Georg

Mathematics and Experimental Sciences in the FRG-Upper Secondary Schools. Occasional Paper 40.

Bielefeld Univ. (West Germany). Inst. for Didactics in Mathematics.

PUB DATE- Dec 83
NOTE- 43p.; Paper presented at the International Seminar on "Insegnamento della Matematica e delle Scienze sperimentali nella Scuola Secondaria Superiore (14-18 anni)," (Venice, Italy, December 10-12, 1983).
LANGUAGE- English; German
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art; *Curriculum Development; Educational Trends; Elementary Secondary Education; Foreign Countries; Languages; Literature; *Mathematics Education; Physics; Required Courses; *Science Education; *Secondary School Curriculum; *Secondary School Mathematics; *Secondary School Science; Selection; Social Sciences; Vocational Education
IDENTIFIERS- *West Germany

The mathematics and experimental science courses in the programs of the upper secondary school in the Federal Republic of Germany (FRG) are discussed. The paper addresses: (1) the two "secondary levels" within the FRG school system, indicating that the Secondary I-Level (SI) comprises grades 5 through 9 or 10 while the Secondary II-Level (SII) comprises grades 10 or 11 through 13; (2)

developments in SI, examining curricula, syllabi, the introduction of a tenth grade in the Hauptschule, and other topics; (3) recent reform of the Gymnasiale Oberstufe (GYO), the senior high school, discussing mathematics and science requirements, students' science course selection behavior, areas of concern (such as the problem of incorporating more applications in science and mathemematics curricula), curriculum development issues, and related concerns; and (4) vocational education and the "Kollegschule" of Nordrhein-Westfalen as a model for the integration of profession-oriented and general education. The newly organized GYO provides courses which represent a much broader spectrum of subjects, such as informatics and jurisprudence. In addition, subjects are divided into compulsory and optional domains and are assigned to one of three different areas. They include language, literature, arts (area I), social sciences (area II), and mathematics, sciences, and technology (area III). (JN)

ED 264 132 SE 046 295

Cheston, T. Stephen; And Others
Social Sciences and Space Exploration: New Directions for University Instruction.
National Aeronautics and Space Administration, Washington, D.C.
REPORT NO.- EP-192
PUB DATE- Nov 84
NOTE- 150p.; Color Photographs may not reproduce clearly.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - General (130)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aerospace Education; *College Science; *Course Descriptions; Curriculum Development; Economics; Higher Education; History; *Interdisciplinary Approach; International Law; International Relations; Philosophy; Political Science; Psychology; Science Education; *Social Sciences; Sociology; *Space Exploration; *Space Sciences
IDENTIFIERS- *Space Shuttle

During the 1970s, efforts to teach and research the social science and humanities aspects of the space program were reintensified. A 1978 survey of faculty suggested the need for a single volume that united introductory material on the various social science disciplines and the classroom experience of faculty already teaching in the field. This volume is the response to that need. It focuses primarily on the space shuttle era (1980s and 1990s) and is divided into four parts. Chapter one outlines characteristics and attributes of the shuttle and the technologies scheduled for transport to orbit. Chapter two is organized into sections representing seven disciplines (economics, history, international law and relations, philosophy, political science, psychology, and sociology) which allow faculty to relate a specific discipline to space technology and to adapt space-related issues to the teaching of that discipline. Chapter three presents materials for teaching interdisciplinary courses and topics, including observations from instructors who have offered such courses, and insights from faculty who have analyzed space technologies in debate format. The last section contains appendices with representative bibliographies, syllabi, and other materials (organized by discipline or interdisciplinary approach) which are most useful in curriculum development rather than for identifying teaching objectives. (JN)

ED 264 238 SP 027 122

Freeman, Donald J.; And Others
Public Response to Proposals for Raising Academic Standards in Secondary Schools. Research Series No. 163.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 29p.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Educational Attitudes; Educational Change; *Public Opinion; Secondary Education; *Secondary Schools; Teacher Effectiveness; Teacher Evaluation; Teacher Salaries; Testing

Results are presented of a nationwide telephone survey of 1,200 adults --conducted from November 1984 to January 1985--that examined the public's response to secondary school reform. The public wants greater student accountability, greater teacher initiative and accountability, and upgraded curricula. Ninety-five percent of the respondents supported high school graduation exams and junior high promotion tests. Participants also wanted tangible evidence of teacher competence and initiative. More than 80 percent favored national teacher exams and teachers working during the summer to improve their teaching. About two-thirds were ready to support measures designed to attract and retain good teachers, including increasing teachers' salaries and/or offering merit pay to outstanding teachers. Respondents were opposed to school closings and cutbacks in extracurricular activities as ways to pay for these reforms; most preferred paying higher taxes instead. About one-third of the survey's participants said they would abandon support for more rigorous course work if their children had to give up athletics or other extracurricular activities to have time enough for schoolwork. (Author/JD)

ED 264 147 SO 016 854

Lefever, Ernest W., Ed.
Reinvigorating Our Schools. A Challenge to Parents, Teachers, and Policymakers. Excerpts from Three Reports. Ethics and Public Policy Essay 58.
Ethics and Public Policy Center, Washington, DC.

REPORT NO.- ISBN-0-89633-094-X
PUB DATE- Apr 85
NOTE- 55p.; The origin of this collection was the Annual American Legislative Exchange Council Conference for State Legislators (10th, Philadelphia, PA, September 1983).
AVAILABLE FROM- Ethics and Public Policy Center, 1030 Fifteenth St., N.W., Washington, DC 20005 ($4.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Democracy; Discipline; Educational Change; Educational Improvement; *Educational Needs; Educational Objectives; *Educational Quality; Elementary Secondary Education; *Futures (of Society); *Moral Development; *Values Education
IDENTIFIERS- Developing Character Transmitting Knowledge (ARL); Maryland Commission on Values Education; Nation At Risk (A)

Addressed to those responsible for educating the rising generation, this collection of excerpts from educational reports is designed to reflect and to encourage the recent emphasis on excellence and civic virtue in public schools. After a foreword by President Reagan, the publication presents an essay by William J. Bennett discussing "Authority, Discipline, Excellence." Ernest W. Lefever then discusses the results of the Maryland Commission on Values Education that formulated ten character objectives and eight related citizen objectives compatible with and supportive of the American democratic tradition. Specific recommendations from the report "A Nation at Risk" for enhancing excellence in public schools are provided. In 1984 an ad hoc group on their own initiative issued a statement in booklet form entitled "Developing Character, Transmitting Knowledge: Sustaining the Momentum for Reform in American Education." Principal recommendations from this report are provided. Appendices contain Richard Schifter's letter to the Maryland Attorney General and the Attorney General's response and recommendations of the Maryland Commission on Values in Education. Suggestions for further reading are provided. (RM)

ED 264 175 SP 026 506

Burks, Mary Paxton

Requirements for Certification: For Elementary Schools, Secondary Schools, Junior Colleges. Teachers, Counselors, Librarians, Administrators. 50th Edition, 1985-86.

REPORT NO.- ISBN-0-226-08104-4
PUB DATE- 85
NOTE- 234p.
AVAILABLE FROM- The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 ($26.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrator Qualifications; *Counselor Certification; Elementary Secondary Education; *Librarians; *State Standards; *Teacher Certification; Two Year Colleges

Certification requirements are set forth for teachers, counselors, librarians, administrators, and other school personnel in each of the states and the District of Columbia. It is suggested that students wishing more detailed information on their particular field, or on any subject not available in a digest such as this one, write to the State Department of Education in the capital city of the desired state. Recommendations of regional and national associations and sources of information regarding teacher applications in the United States and its possessions and territories are included. (JD)

ED 264 191 SP 026 723

Rossetti, Rosemarie
Teacher Tolerance and Its Relationship to Teacher Traits and Disciplinary Effectiveness.
PUB DATE- 85
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Discipline; Personality Traits; Secondary Education; Secondary School Teachers; Student Behavior; Teacher Attitudes; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Response; Vocational Education

This study measured vocational high school teachers' tolerance of disruptive behaviors and examined the relationships of teacher tolerance to selected teacher traits and disciplinary effectiveness ratings. Ratings were provided by the teachers, students, local supervisors and building directors. The population included 164 vocational high school teachers from two schools in western Ohio. The Teacher Reaction Profile was administered to teachers and their spouses or close friends. The Classroom Observation Checklist was used to measure frequency, bothersomeness and teacher tolerance of a specific list of classroom behaviors. A select group of teachers were observed in their classrooms in order to authenticate the tolerance measures from the instruments. An analysis of findings presents the degree of relationship between: (1) teacher tolerance to life events and measures of disciplinary effectiveness; (2) teacher tolerance of misbehavior scores as perceived by teachers, and disciplinary effectiveness ratings of supervisors; (3) teacher tolerance of misbehavior scores as perceived by students, and disciplinary effectiveness ratings; (4) teacher demographic variables and teacher tolerance scores; and (5) teacher demographic variables and disciplinary effectiveness ratings. The study data is displayed in 13 appended tables. (Author/JD)

ED 264 206 SP 026 775

Louw, W. J.
Video-recorded Micro-teaching Situations and Their Contribution towards the Pre-Service Professional Training of Student Teachers for the Secondary School.

PUB DATE- Jul 85
NOTE- 28p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Evaluation Methods; Foreign Countries; Higher Education; *Microteaching; *Preservice Teacher Education; *Student Teacher Evaluation; Student Teaching; *Videotape Recordings

Students in the Faculty of Education at the University of Pretoria have their student teaching performance assessed through the use of video-recorded micro-teaching situations. Three sources of video-teaching situations are used in the training of student teachers: (1) while teaching specific high school subjects; (2) senior teachers in their high school classes; and (3) while micro-teaching high school pupils or a group of peers. Along with the recording, student teachers submit a self assessment of their teaching performance, students' assessment of the classroom experience, and information regarding classroom context. The student teachers and their supervisors review the videotape together to study in detail the planning and execution of the lesson, and they also make an analytical appraisal of the teaching. While this approach emphasizes to student teachers that they must meet an adequate level of competence in the profession, the approach also clearly considers the imprecise nature of the assessment of teaching. Students are initially apprehensive, but most appreciate the learning process involved with videotape recording. The report concludes that this approach offers a very useful method for stimulation of continuous professional development. Evaluation forms are appended. (CB)

ED 264 222 SP 026 923

Doyle, Walter

Classroom Management and the Curriculum: A Strategic Research Site. R&D Report 6162.

Texas Univ., Austin. Research and Development Center for Teacher Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 33p.
CONTRACT- NIE-G-83-0006-P1
AVAILABLE FROM- Communication Services, R&DCTE, EDA 3.203, The University of Texas at Austin, Austin, TX 78712.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Classroom Techniques; Curriculum Development; *Educational Objectives; *Instructional Design; Instructional Improvement; Learning Strategies; *Research Needs; *Teacher Effectiveness

This paper defines a strategic site for research in classroom management, namely, the tension between management and curriculum. Programs of action in classrooms are defined both by the rules for social participation and the demands of academic work. Academic work is directly involved in the process of achieving classroom order, and can be shaped in basic ways by a teacher's management decisions. The research reviewed in this paper suggests that academic work can be swamped by the management function in teaching, and teachers can become preoccupied with getting work accomplished rather than promoting student learning. When this happens, management limits students' opportunities to learn, even though engagement may be high. In such circumstances, a well-managed class would not be a high achieving class. At the same time, some challenging academic tasks are difficult to manage in classrooms. When such tasks are being used, the class may not score high on such management indicators as attention and engagement. Nevertheless, students are being afforded the chance to learn important aspects of the curriculum. Two implications of these considerations are discussed: (1) content needs to be included in studies of classroom management, and (2) resolving the tension between management and curriculum in classrooms may actually require a greater emphasis on management. A 10-page reference list is appended. (JD)

ED 264 311 TM 860 022

Shiflett, Samuel; And Others
The Definition and Measurement of Small Military Unit Team Functions. Final Report, July 1980-October 1981.
Advanced Research Resources Organization, Bethesda, Md.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-RR-1397; ARRO-3068-FR-R81-4
PUB DATE- May 85
NOTE- 118p.
CONTRACT- MDA-903-80-C-0516
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Rating Scales; *Classification; Evaluation Criteria; Evaluators; Field Tests; Interrater Reliability; *Job Analysis; Laboratories; *Military Training; *Personnel Evaluation; Postsecondary Education; Response Style (Tests); Team Training; *Teamwork; Test Construction; Testing Problems; Test Reliability; Test Validity; Videotape Recordings

A study was undertaken to improve the measurement of small team performance within the Army. A provisional taxonomy of team-level performance functions was field-validated; criteria and measures of the functions were developed; and their reliability was examined. The provisional taxonomy, used for observing Army field training exercises, was used to observe three types of Army teams: mortar squads, infantry squads, and assault ribbon bridge platoons. The taxonomy was then revised to include five functions: orientation; resource distribution (load balancing); timing (activity pacing); response coordination; and motivational functions. The first four of these functions were observed in a small-scale laboratory setting in which briefly trained subjects rated 15 videotaped segments of team activity. The ratings were generally reliable, although there was some acquiescence bias leading raters to rate functions as present when they were not. The experimental materials, including the Team Function Rating Scales, are appended. (GDC)

ED 264 325 UD 024 588

Gordon, Robin
Ties That Bind: The Price of Pursuing the Male Mystique. PEER Report Number One.
NOW Legal Defense and Education Fund, Washington, DC. Project on Equal Education Rights.
PUB DATE- 81
NOTE- 5p.
AVAILABLE FROM- PEER, 1112 13th Street, N.W., Washington, DC 20005. ($1.00; $.50 handing charge per order).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Males; Parent Child Relationship; *Psychological Patterns; *Sex Role; *Sex Stereotypes
IDENTIFIERS- *Masculinity

The women's movement has shown how outdated assumptions about women block their freedom to achieve and stunt their earning power, but traditional stereotypes also exact a toll from men. Boys growing up in today's society must "prove" themselves to be full-fledged males, and are discouraged from being aesthetic, sensual, and nurturing. Athletics are just one proving ground for masculinity. Messages that equate manhood with toughness and a refusal to compromise may contribute to the high rate of male disciplinary problems in school. Traditional relationships and role expectations between the sexes also place heavy burdens on men, who often are expected to be the sole or major financial support for a family. This pattern has negative consequences for childrearing, as fathers spend relatively little time with their children and are not involved with the emotional aspects of parenting. In general, men's repression of their own emotions results in psychological stress and even in physical illness. Educators have an opportunity to help students of both sexes to free themselves from old notions about sex roles and to expand their concept of femininity and masculinity. A brief list of resources cites an organization, an instructional packet, books, and two film medium sources. (GC)

ED 264 338 UD 024 607

Carter, Robert L.
Legal Aspects of the Brown Decision.
PUB DATE- 84
NOTE- 14p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- Access to Education; Civil Rights; *Court Litigation; *Desegregation Litigation; *Federal Courts; Racial Bias; *Racial Relations; Racial Segregation; School Desegregation; *United States History
IDENTIFIERS- *Brown v Board of Education; Plessy v Ferguson

In Brown v. Board of Education of Topeka, Kansas, the Supreme Court outlawed segregation in the nation's public schools. This decision has not eliminated racial segregation, but it fundamentally altered the psychological pattern of race relations in the United States. Brown concerned a form of racial discrimination that has virtually vanished from American life: racial segregation enforced by law. Before Brown, 17 States and the District of Columbia mandated segregated public schools, under the "separate but equal" doctrine generated by the Plessy v. Ferguson case in 1896. In 1930, the National Association for the Advancement of Colored People (NAACP) began a campaign that would bring into effect the 14th Amendment's constitutional guarantee of equality for Blacks. The campaign began in States making no provision for the graduate or professional training of its Black citizens. In the first of these cases, the Gaines case of 1938, the Supreme Court eventually ruled that State-imposed racial segregation could pass constitutional muster only if equal facilities were in fact available for Blacks. Throughout the 1940s, the Supreme Court ruled on a series of similar NAACP-instigated cases (including Sweatt v. Painter and McLaurin v. Oklahoma Regents), but it was not until the 1950s that the Plessy v. Ferguson "separate but equal" doctrine was directly challenged: the Court had still to be convinced that racial segregation itself had an adverse effect on a Black child's ability to learn. Today, thirty years after the Supreme Court finally decided that racial segregation was unconstitutional, there are more segregated schools than there were then. Considerable specialized gains have been made, but the economic gap between Blacks and Whites remains wide. Although disparities in educational attainment have narrowed, Blacks continue to find a different system of financial rewards based on education, and the Black unemployment rate, since 1960, has been uniformly twice or more the White unemployment rate. Brown failed, in part, because both Blacks and Whites tend to underestimate the depth of racism in this country. (KH)

ED 264 162 SO 016 945

Cooperative Learning in Social Studies Education: What Does the Research Say? ERIC Digest No. 20.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 85
NOTE- 4p.; Excerpted from: "Research on Social Studies Curriculum and Instruction: Interventions and Outcomes on the Socio-Moral Domain," by James S. Leming. In "Review of Research in Social Studies Education 1976-1983, NCSS Bulletin No. 75," edited by William B. Stanley (National Council for the Social Studies and Social Science Education Consortium).
CONTRACT- 400-83-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Cooperation; Cultural Awareness; *Cultural Interrelationships; Elementary Secondary Education; Group Activities; Intergroup Relations; *Interpersonal Relationship; Learning Activities; *Prosocial Behavior; *Social Studies; Teamwork
IDENTIFIERS- *Cooperative Learning; ERIC Digests; Fact Sheets

This ERIC Digest describes research findings, mainly in elementary social studies classrooms, on the effects of cooperative learning on multicultural awareness and cross-ethnic friendships, interpersonal relationships, and prosocial behavior. Research findings on cooperative techniques in the classroom are summarized as follows: compared with other methods, cooperative learning produces greater academic learning, better intergroup relations among black, white, and Hispanic students, enhanced self-esteem, and improved relationships between mainstreamed academically handicapped students and other students. Brief sections describing the positive effects of cooperative learning are followed by descriptions of three widely used approaches to cooperative learning: (1) Student Teams-Achievement Divisions (STAD)--a method in which students with widely varying academic abilities are assigned to four- or five-member teams; (2) the "Jigsaw" method--in which students become "experts" on a topic, then meet with other experts to study their assigned topic; and (3) the Group Investigation Model, which attempts to eliminate competition entirely by involving cooperative group inquiry emphasizing data gathering by pupils, interpretation of information through group discussion, and synthesis of individual contributions into a group project. A list of references concludes the document. (LH)

ED 264 239 SP 027 132

Heathington, Betty S.
The Triad in Field Studies for Preservice Teachers: Universities,
School Systems and Teacher Centers.
PUB DATE- 6 Nov 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South
Educational Research Association (Biloxi, MS, November 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; *Cooperative Programs;
Elementary Secondary Education; Higher Education; *Institutional
Cooperation; *Preservice Teacher Education; *School Districts;
*Schools of Education; Student Teaching; *Teacher Centers; Teacher
Orientation

Six specific actions in which the university/school district/teacher center triad can promote and enrich the field experiences and student teaching of preservice teachers are suggested: (1) orienting preservice teachers to the teacher center; (2) ensuring that preservice teachers become familiar and experienced in using materials and equipment in the teacher center; (3) using the teacher center as a link between faculty associates, college professors, and preservice teachers; (4) establishing the teacher center as a resource for the clinical professor or university coordinator in regard to statewide functions; (5) making the teacher center a link in the active participation of college faculty in classroom instruction and research; and (6) gaining input from the teacher center in the ongoing planning and evaluation of the preservice program. These actions are described and a data collection system is recommended which will allow the triad to assess the collaborative efforts relative to preservice teacher education. (JD)

ED 264 254 TM 850 611

Johnson, Mitzi M. S.; Greenwald, Anthony G.
Does the Generation Effect Apply to Stimuli as Well as to Responses?
PUB DATE- 3 May 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (Chicago, IL, May 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Associative Learning; *Cognitive Processes; Cues; Higher Education; *Language Processing; Learning Theories; *Paired Associate Learning; *Patterned Responses; Recall (Psychology); *Word Recognition
IDENTIFIERS- *Generation Effect

An earlier study showed that responses are remembered better when subjects produce them from cues, than when subjects read cue-response pairs. The decided memory advantage for generated targets relative to read ones is known as the generation effect. The present research is designed to study the generation effect for cues, following a depth-of-processing interpretation. The task described is to produce a word, opposite in meaning to the cue, given the cue and target with two interior adjacent letters missing. Thirty-two undergraduate students viewed a cue-target pair for five seconds, wrote the target word, and viewed the completed target for three seconds. Control subjects received the cue and the entire target, wrote the target, and reviewed the target for three seconds. All subjects received twelve items and provided data on free recall, cued recall, and recognition. Half were tested for recognition of targets, and half for recognition of cues. Results showed that the generation effect does apply to cues as well as responses, although the effect for cues is weaker, suggesting that depth of processing cannot be the only process contributing to the generation effect. (LMO)

ED 264 268 TM 850 754

Drasgow, Fritz; Parsons, Charles K.

Application of Unidimensional Item Response Theory Models to Multidimensional Data.

PUB DATE- Jul 82

NOTE- 16p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Simulation; Computer Software; Difficulty Level; *Item Analysis; Item Banks; *Latent Trait Theory; *Mathematical Models; Maximum Likelihood Statistics; Psychometrics; Testing Problems; Test Items

IDENTIFIERS- LOGIST Computer Program; *Parametric Analysis; *Unidimensional Scaling

The effects of a multidimensional latent trait space on estimation of item and person parameters by the computer program LOGIST are examined. Several item pools were simulated that ranged from truly unidimensional to an inconsequential general latent trait. Item pools with intermediate levels of prepotency of the general latent trait were also constructed. These item pools were used to determine the degree of prepotency that is required by LOGIST in order to recover the general latent trait and not be drawn to a latent trait underlying a cluster of items. The types of multidimensionality studied have several effects on the estimation techniques programmed in LOGIST. Perhaps most important is that as the prepotency of the general factor decreases, LOGIST is gradually drawn to the strongest group factor. Estimates of item difficulty occasionally become excessively large in magnitude when actual data sets are analyzed by LOGIST, although the most recent version has options that may reduce this problem. The results obtained here indicate that this phenomenon may partially be due to multidimensional item pools. However, unidimensional models do provide a good description of multidimensional data sets when the dominant latent trait is sufficiently prepotent. (PN)

ED 264 282 TM 850 768

Prestwood, J. Stephen; And Others
Armed Services Vocational Aptitude Battery: Development of an Adaptive Item Pool.
Assessment Systems Corp., St. Paul, Minn.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-85-19
PUB DATE- Sep 85
NOTE- 93p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; *Armed Forces; *Computer Assisted Testing; Data Collection; Difficulty Level; *Item Analysis; *Item Banks; Latent Trait Theory; Mathematical Models; Occupational Tests; Psychometrics; Tables (Data); *Test Construction; Test Items; Vocational Aptitude; Young Adults
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Domain Specifications; Theta Estimates; Three Parameter Model

In order to take advantage of advances in the field of mental measurement, the Armed Forces and the Department of Defense have supported the development of a computerized adaptive version of the Armed Services Vocational Aptitude Battery (ASVAB) for use in military personnel selection and classification. This report describes the development and calibration of item pools for each of nine ASVAB content areas. Domain specifications were developed for the content areas, and more than 3,600 items were written. The items were then pretested on samples of recruits. These data were used to select items for calibration in a sample of over 138,000 examinees tested in Military Entrance Processing Stations and their associated testing sites in May and June of 1983. The calibration data were then analyzed using both an equivalent-groups design and a joint-calibration design that used matched experimental and operational test data. Item response theory a, b, and c parameters based on the three-parameter logistic item response model were computed. The parameters resulting from the joint-calibration approach were recommended for operational use. (Author)

ED 264 296 TM 850 789

Profiles of Detroit's High Schools: 1975 to 1984. Executive Summary. A Monitoring Commission Report.

Detroit School District, United States District Court Monitoring Commission, Detroit, Mich.

PUB DATE- Oct 84
NOTE- 25p.; For the complete report, see ED 257 846.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Standards; Bilingual Education Programs; *Compliance (Legal); Data Collection; *Educational Assessment; Guidance Programs; High Schools; Inservice Teacher Education; Longitudinal Studies; *Outcomes of Education; *Program Evaluation; *Public Policy; Reading Programs; School Community Relationship; *School Effectiveness; Student Attrition; Testing; Vocational Education
IDENTIFIERS- *Detroit Public Schools MI; Milliken v Bradley

This longitudinal study summarizes the findings of the United States District Court Monitoring Commission, a temporary agency established under the Bradley v. Milliken desegregation case. The salient issues illustrated by the study are discussed. Sources of data highlighted by the commission are described: (1) the longitudinal survey of teachers and counselors; (2) the individual school assessment based on a three-level, criteria based assessment; and (3) data on high school attrition, proficiency and age distribution. Findings from data from all sources are compiled into a component-by-component summary of aggregate data. Summary findings are given for the following areas: (1) Bilingual Education; (2) Counseling and Guidance; (3) In-Service Training; (4) Reading; (5) School-Community Relations; (6) Student Code of Conduct; (7) Testing; and (8) Vocational Education. A graph portrays teacher and counselor ratings of the Detroit Public High Schools; a chart shows student attrition from regular day programs. (LMO)

ED 264 352 UD 024 624

Piety-Jacobs, Sharon R.
Case Studies of Successful Assistance in Urban School Improvement Programs. I. The Teacher Growth Program.
PUB DATE- Apr 85
NOTE- 16p.; Paper presented at the Conference of the American Educational Research Association (Chicago, IL, April 1985). For related document, see UD 024 625.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; *Educational Change; Elementary Education; *Inservice Teacher Education; *Instructional Improvement; Program Implementation; *Teacher Improvement; Teacher Workshops; *Urban Schools
IDENTIFIERS- New York (Staten Island); *Teacher Growth Program NY

As part of a research project on "Patterns of Successful Assistance in Urban School Programs," this paper presents a case study of an assister's work in a Teacher Growth Program (TGP) at an elementary school in Staten Island, New York. The school has an experienced teaching staff, a supportive principal, a cross-sectional student population which includes upper class, poor, and various ethnic groups. Due to changes in the student population over the years, the teachers face many instructional challenges in their large classes, and the administration and staff agreed to participate in TGP. The program aims to improve schools by helping strong teachers become stronger. Each program center, based at a school, has an assister who organizes and delivers four types of services based on teacher requests: (1) resource materials for curriculum and teaching; (2) individual professional development projects; (3) lunchtime staff development workshops; and (4) after school courses for credit or non-credit. The study found that the assister was well received by teachers and principal. The teachers felt that a more interactive atmosphere had been created by the workshops and meetings. The new materials were found to have spurred the initiation of new projects including a writing program, library renewal, learning centers, and a computer lab. The students were found to be more receptive because of the improved teacher attitudes. The study concludes that the individual assister's personality and skills are paramount for the success of the program. (CG)

ED 264 119 SE 046 281

Immigrant Scientists and Engineers: 1982-84. Detailed Tables and Charts. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-85-326
PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Engineers; Higher Education; *Immigrants; *Mathematicians; Professional Personnel; *Scientists; *Social Scientists
IDENTIFIERS- National Science Foundation

Since 1966, the National Science Foundation (NSF) has monitored the annual inflows of scientists and engineers (SE) from abroad to provide information on levels and trends in scientist and engineering immigration and other related areas. This report provides data (in 6 charts and 10 statistical tables), which update previously published data, for fiscal years 1976-78 and 1982-84 (data for 1979-81 are not available). Charts summarize data on immigrant SE by type of admission (1966-84), adjustment-of-status immigrants as a proportion of total immigrants (1966-84), and SE admitted as immigrants in 1984, by region or birth, by region of intended United States residence and by age group. Data presented in the statistical tables include: immigration SE by field of specialization (1976-78 and 1982-84); immigrant SE by country or region of last permanent residence and major group (separate tables for 1982, 1983, and 1984); immigrant SE by country or region of birth and major group (separate tables for 1982, 1983, and 1984); migration patterns of SE who became immigrants in 1984; immigrant SE by state of intended residence and major group (1984); and immigrant SE by sex, age group, and region of last permanent residence (1984). (JN)

ED 264 133 SE 046 296

Albrecht, Jean, Ed.; Rodkewich, Patricia, Ed.
Social Sciences in Forestry. A Current Selected Bibliography and Index, No. 64.
Minnesota Univ., St. Paul. Coll. of Forestry.
PUB DATE- Sep 85
NOTE- 143p.; Additional support provided by the U.S. Department of Agriculture Forest Service Research Division.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- Business; Conservation (Environment); Economics; *Forestry; *Lumber Industry; *Natural Resources; *Publications; Resource Materials; *Social Science Research; *Social Sciences

Provided in this document is a bibliography of selected literature addressing the interface between forestry and the social sciences. References include articles appearing in American and foreign professional journals, bibliographies, conference proceedings, and other types of publications. A subject-matter classification scheme (in outline format) is provided at the beginning of the document. Entries (numbered 2141 to 2948) are listed alphabetically by author according to the topics indicated in this scheme. Major topic areas include social sciences applied to: (1) forestry at large (considering forest resources, economic development, policy, and other areas); (2) forest management (including ownership options and considerations, and other areas); (3) production of forest goods and services (covering outdoor recreation, wilderness management, wildlife and fish, wood production, and other areas); and (4) forest industries (considering wood-using industries, other forest industries, market and trade, and transportation). Each entry includes citation number, author(s), title, source, year, and number of pages. In addition, if the publication is not in English, the language used is indicated. Brief annotations are provided for most entries. An author index is included. (JN)

Seiferth, Berniece B.; Samuel, Marie I.
Cooperating Teachers: Why Not the Best?
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Feedback; Higher Education; *Preservice Teacher Education; Role Models; *Student Teacher Attitudes; *Student Teachers; Teacher Behavior; Teacher Characteristics; Teacher Effectiveness; *Teacher Student Relationship

At the conclusion of each student teaching semester, 50 student teachers enrolled at Southern Illinois University-Carbondale were asked to list positive and negative influences of their cooperating teachers. The study was conducted over a period of three years with three different sets of student teachers. Listings of the participants fell into three categories: interpersonal relationships, personality, and professional ability or expertise of the cooperating teachers. Results indicated that student teachers want and need constant and on-going feedback given in a tactful and polite way. Negative criticisms as well as positive were acceptable. Student teachers felt they did their best work when the teacher was friendly, accepting, understanding of the trauma of student teaching, and exhibited confidence in the ability of the student teacher in various areas. It is suggested that pitfalls to be avoided by cooperating teachers with student teachers are failure to offer critiques or feedback, and failure to develop better relationships with their student teachers. (JD)

ED 264 207 SP 026 798

Report to the Profession. Fourth Annual Special Report of the AACTE.

American Association of Colleges for Teacher Education, Washington, D.C.

PUB DATE- 85
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Accreditation (Institutions); Admission Criteria; *Educational Innovation; Higher Education; *Institutional Characteristics; *Preservice Teacher Education; Program Development; *Schools of Education; Statewide Planning; *Teacher Education Programs

This fourth annual "Report to the Profession" about the institutional characteristics of the American Assocation of Colleges for Teacher Education members focuses on teacher education program requirements and selected program characteristics. With this report, the "Member Program Information System" is introduced. This offers brief descriptions of innovative programs at member institutions. The report concludes with a sketch of how and why the Assocation's Task Force on Research and Information is planning to meet the challenge of providing more accurate, more reliable information and data that can speak for the nation's schools, colleges, and departments of education. The report contains the following sections: (1) analysis by institutional type; (2) state profiles; (3) member programs; and (4) task force plan. (JD)

ED 264 148 SO 016 855

Hamburg, David A.

Prejudice, Ethnocentrism, and Violence in an Age of High Technology.

Carnegie Corp. of New York, N.Y.

PUB DATE- 85
NOTE- 16p.; Reprinted from the 1984 Annual Report, Carnegie Corporation of New York.
AVAILABLE FROM- Carnegie Corporation of New York, 437 Madison Ave., New York, NY 10022 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Behavioral Science Research; Children; *Conflict; *Conflict Resolution; Cultural Differences; Cultural Images; Elementary Secondary Education; *Ethnocentrism; Higher Education; Intergroup Relations; International Relations; Research Needs; School Role; *Social Bias; *Technological Advancement; *Violence

This essay provides an historical perspective on conflict and discusses the relationship of prejudice and ethnocentrism to intergroup conflict, prejudice and conflict resolution in childhood, as well as approaches to conflict resolution in society. History is full of hateful and destructive indulgences based on religious, racial, and other prejudices. Intergroup behavior research shows that human beings have an extraordinary tendency to distinguish between "good" and "bad" people, between ingroups and outgroups. This sorting tendency is widespread and readily learned. Almost any sort of interaction within a group tends to promote ingroup favoritism. Efforts to make sure that young people do not acquire orientations of ethnocentrism and prejudice and become susceptible to violent solutions include providing conditions for the development of early self-esteem and for intimate and enduring interpersonal relationships. Clear guidelines for behavior should be established and coping strategies taught. In trying to resolve conflicts, we should think of ourselves as a single, interdependent species living on spaceship earth. Conflict prevention or resolution must be given a higher priority on the world's agenda. (RM)

ED 264 192 SP 026 734

Zimpher, Nancy L.; Loadman, William E.
A Documentation and Assessment System for Student and Program Development. ERIC Teacher Education Monograph No. 3.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.; National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89333-038-8
PUB DATE- 86
NOTE- 133p.
CONTRACT- 400-83-0022
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, One Dupont Circle, NW, Suite 610, Washington, DC. 20036 ($8.50 prepaid).
LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Descriptive (Program/Project Descriptions) (141) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Higher Education; *Preservice Teacher Education; Program Development; *Program Evaluation; *Program Improvement; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Evaluation Problems; Ohio State University

This monograph grew out of an effort to develop a new and comprehensive system for evaluation of teacher education programs at Ohio State University (OSU). The need for a more sophisticated evaluation system became apparent as it was noted that follow-up studies revealed that many graduates of the College of Education took their first jobs unequipped with many skills the curriculum was supposedly providing. Also, the system had no feedback loop which would enable the College to identify and correct student and program deficiencies. The monograph provides an overview of the literature on teacher education evaluation systems, and describes issues at OSU that can be generalized to other institutions. Descriptions are provided of the student and program evaluation system that has emerged at OSU, including its conceptual base, the components of the system, and its implementation process. The instrumentation used in the program is presented, as well as analyses of data produced from the system. Discussions are included on the implications drawn from the findings of the system, the proposed next steps in the system's development, and the significance of such a system to the improved effectiveness of the teacher education enterprise. It is believed that this system is replicable in whole or in part in many other settings, and special care is taken to explain the rationale, to provide many examples of forms and materials used, and to document the implementation process at each step of the way. Appendixes present: a hypothetical individual profile; the Freshman Early Experiencing Program (FEEP) exploration profile, 1982-83; an analysis of teacher candidate profile ratings, 1982-83; a summary of findings from a follow-up questionnaire, 1982-83; and elements, activities, and strategies for implementing an evaluation system. (JD)

ED 264 255 TM 850 613

Ellett, Chad D; Capie, William

Assessing Meritorious Teacher Performance: A Differential Validity Study.

PUB DATE- Apr 85

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Classroom Observation Techniques; Data Collection; Elementary School Teachers; Elementary Secondary Education; Master Teachers; *Merit Rating; Peer Evaluation; Secondary School Teachers; State Programs; *Teacher Behavior; *Teacher Effectiveness; *Test Validity

IDENTIFIERS- Dade County Public Schools FL; Florida Associate Master Teacher Program; *Teacher Assessment and Development System

The Teacher Assessment and Development System (TADS) - Meritorious Teacher Program (MTP) FORM instrument is used in the Dade County Public Schools, Miami, Florida, to evaluate teachers. Its validity for decisions concerning merit pay for master teachers was examined in this study. Specifically, its ability to discriminate between high performing versus other teachers was investigated. Peer teachers nominated superior teachers, and a comparison group was randomly selected. The TADS-MTP form was used to observe 82 teaching behaviors under 19 performance indicators in four categories: knowledge of subject matter; techniques of instruction; classroom management; and student-teacher relationship. The teachers were rated by a trained team including a principal from another school, a supervisor, and a peer teacher. The results indicated that meritorious teachers were nominated by 53.4 percent of their peers. Comparable numbers of elementary, junior, and senior high school teachers were selected. Perfect scores were achieved in 27 of 275 observations. The mean score of the merit teacher group was 67.9, the random teachers, 59.2. This difference was statistically significant. Of the 82 teaching behaviors, 52 significantly differentiated the two groups of teachers, as did the total score. (The list of teaching behaviors is appended.) (GDC)

ED 264 269 TM 850 755

Jones, Douglas H.
Tools of Robustness for Item Response Theory.
PUB DATE- Jul 82
NOTE- 12p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); Functions (Mathematics); *Goodness of Fit; Graphs; *Latent Trait Theory; Mathematical Models; *Maximum Likelihood Statistics; *Measurement Techniques; Psychometrics
IDENTIFIERS- *Ability Parameters; *Robustness

This paper briefly demonstrates a few of the possibilities of a systematic application of robustness theory, concentrating on the estimation of ability when the true item response model does and does not fit the data. The definition of the maximum likelihood estimator (MLE) of ability is briefly reviewed. After introducing the notion of outlier-pair observation, the effect of the model's lack of fit to the data is demonstrated. Then, a new estimator not as influenced as the MLE by outlier pairs is introduced. Based on the motivation for the new estimator, an entire class of new estimators is provided as a vehicle for understanding two notions of robustness theory: (1) the influence function, which compactly yields the majority of the behavioral results about an estimator; and (2) asymptotic relative efficiency (ARE), a concept in classical statistics and used in item response theory (IRT). Although the notion of ARE has had limited application in IRT, it is a useful alternative to expensive monte carlo simulations of the efficiencies of estimators. One of the drawbacks to determining the ARE of an estimator is the analytic derivation of the asymptotic; however, an expansion using the influence function easily yields the needed asymptotic variances. (PN)

ED 264 283 TM 850 769

Burns, John L.; And Others

Attribution of Causality for Successful Performance by Kindergarten Children.

PUB DATE- 7 Nov 85
NOTE- 13p.; Document contains light type.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attribution Theory; Early Childhood Education; Egocentrism; *Kindergarten Children; *Locus of Control; Personality Measures; Preschool Tests; *Self Concept; Self Concept Measures; Sex Differences; *Success
IDENTIFIERS- Behavioral Academic Self Esteem; Stanford Preschool Internal External Scale

Three hypotheses were tested regarding the attribution of causation for successful behavior by kindergarten children: (1) self concept--children with high self esteem make internal attributions and those with low self esteem make external attributions; (2) locus of control (LOC)--children with internal LOC make internal attributions and those with external LOC make external attributions; and (3) attribution theory, self-serving bias approach--successful performance leads to internal attributions. Coopersmith and Gilbert's Behavioral Academic Self Esteem (BASE) rating scale measured self concept, and the Stanford Preschool Internal-External Scale (SPIES) assessed LOC in 43 kindergarten children. Teachers completed the BASE to compare self concept and self attribution. The children completed the 14-item SPIES. They completed a wooden puzzle and gave an explanation for their performance, indicating self-attribution. Preliminary analysis yielded no sex differences. Hypothesis 3 was clearly supported; following successful performance, 35 subjects made internal attributions and six made external attributions. As for hypothesis 2, no relationship was found between LOC and attribution. Hypothesis 1 was not supported; self concept did not differentiate the attributions. There was no significant correlation between BASE and SPIES scores. Neither self concept nor LOC, either singly or together, were significant predictors of attributions. (GDC)

ED 264 297 TM 860 001

Gressard, Clarice P.; Loyd, Brenda H.
Validation Studies of a New Computer Attitudes Scale.
PUB DATE- 85
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Computers; *Elementary School Teachers; Elementary Secondary Education; Pretests Posttests; *Secondary School Teachers; Teacher Attitudes; Test Reliability; *Test Validity
IDENTIFIERS- Computer Anxiety; *Computer Attitude Scale (Loyd et al)

The Computer Attitude Scale (CAS) is a Likert-type instrument consisting of 30 items which present positively and negatively worded statements of attitudes toward computers and the use of computers. The CAS was subjected to three validation studies. The first study examined the reliability and factorial validity of the CAS and its subscales. The second study correlated the subscales with another computer attitude inventory to determine the convergent validity of both instruments. The third study analyzed the results of the preprogram/postprogram administration of the CAS subscales to determine their effectiveness in reflecting change in computer attitudes as a result of computer instruction and experience. Study participants were elementary, middle school, and secondary teachers. Results of the three validation studies indicate that: (1) the scores of the three subscales are sufficiently stable; (2) the CAS has reasonable convergent validity; and, (3) the CAS is sensitive to attitude changes resulting from computer instruction and experience. The CAS appears to be a convenient, reliable, and valid measure of computer attitudes. (PN)

ED 264 312 TM 860 023

Hoffman, Lee McGraw; Rachal, Janella

Determining Directions for a State Testing Program: Finding Out What People Want.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- Apr 85

NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Attitude Measures; Boards of Education; Criterion Referenced Tests; Elementary Secondary Education; *Evaluation Needs; *Interviews; *Minimum Competency Testing; *Needs Assessment; Norm Referenced Tests; Parent Attitudes; *State Programs; State Surveys; Teacher Attitudes; Testing Problems; *Testing Programs; Test Results

IDENTIFIERS- Alternatives to Standardized Testing; Louisiana; *Louisiana Basic Skills Test

A variety of adults were surveyed on alternative strategies for the State of Louisiana's minimum competency testing program. Both individual and group interviews were conducted with teachers, local school district supervisors and program administrators, parents, and state board of education members. Participants discussed what a state testing program should accomplish and suggested alternative testing strategies. The current testing program used the Basic Skills Tests (BST). Respondents wanted to retain its diagnostic capabilities and its use for student promotion and accountability. Additional concerns included comparison with national norms, remedial opportunities, policy making information, longitudinal research data, testing of higher-level skills, and not interfering with regular instruction. Four testing models were developed: state criterion referenced test (CRT) including norm referenced items; (2) adaptive state CRT; (3) state CRT based on a published norm referenced test; and (4) state CRT and published norm referenced test. The alternative to discontinue testing was removed from consideration. Some groups were interviewed repeatedly; participants were informed of findings of other groups; and some groups received training. This method was successful in negotiating agreements across a broad range of perspectives. (GDC)

ED 264 326   UD 024 589

Hakuta, Kenji
Mirror of Language. The Debate on Bilingualism.
REPORT NO.- ISBN-0-465-04636-3
PUB DATE- 86
NOTE- 272p.
AVAILABLE FROM- Basic Books, Inc., 10 East 53rd Street, New York, N.Y. 10022 ($18.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - General (140)
DESCRIPTORS- *Bilingual Education; *Bilingualism; *Child Language; Cognitive Processes; Elementary Secondary Education; Intelligence; Language Acquisition; Literature Reviews; *Second Language Learning; *Social Influences; Sociolinguistics

This book provides an overview of bilingualism and bilingual education by examining historical and recent literature, presenting firsthand observations, and demonstrating how both popular views and scholarly research actually mirror larger social issues. Following the first chapter, a brief introduction, chapter 2 reviews the historical controversy over the intelligence of bilingual individuals and discusses how the interpretation of facts regarding bilingualism is tempered to a large degree by current social theories. Different disciplinary perspectives on bilingualism among young children are reviewed in chapter 3, which also charts a shift in scholarly focus from an interest in the description of language behaviors toward the postulation of complex structures in the mind. Chapter 4 examines various ways in which the qualities of the bilingual mind have been characterized, while chapter 5 provides a linguistic view of how children learn a second language and considers implications for second-language curriculum. A comparison of second language acquisition in adults with that in children is the topic of chapter 6. Chapter 7 characterizes a number of bilingual communities and explores the influences of social and cultural values in determining under which conditions a community stabilizes into bilingualism and under which conditions one language atrophies and the community moves toward monolingualism. The topic of chapter 8 is how bilingual education emerges as the salient issue when competing languages and values exist in a society. In conclusion, the 9th and final chapter outlines enduring points of tension that will be found in future debates on bilingualism. (GC)

ED 264 223 SP 026 927

Sall, Malkit S.
Computer Managed Instruction and Teacher Level Administration.

PUB DATE- 12 Dec 84
NOTE- 24p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; Individualized Instruction; *Microcomputers; *Program Evaluation; Recordkeeping; *Teacher Responsibility; Teaching Methods

The need for teacher level administrative tasks is identified. One solution offered is Computer Managed Instruction with a review of the literature and a model showing teacher, computer, and student interaction. A chart of important criteria for evaluating Computer Managed Instructional Systems is supplied. After synthesizing conclusions, some recommendations are made along with future directions of Computer Managed Instruction. (A substantial bibliography concludes the paper.) (Author)

ED 264 339 UD 024 608

Eure, Dexter D., Sr.
Desegregation/Integration and the Media: Fallout from the Brown Decision.
PUB DATE- 84
NOTE- 14p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Affirmative Action; *Blacks; Civil Rights; *News Media; Newspapers; *News Reporting; *Press Opinion; *Racial Attitudes; Racial Bias
IDENTIFIERS- *Media Role

The Supreme Court's 1954 Brown decision, which addressed itself to the question of race, was as applicable to the national media as to the nation's public schools. In its watchdog role, the media has often preached to government and businesses, without applying the same standards to itself. The media, an industry governed and ruled by white males who wield awesome amounts of power, has great impact on people's lives, and has had a major influence on institutional racism. Despite its power and influence, the media refuses to be held accountable for its own racism. The "liberal press" would have people believe that racism is not reflected in the exclusion of non-whites from its corporate boards, from ownership, and from the ranks of editorial decision makers. Today, 60 percent of the daily newspapers still do not employ a single minority journalist. When minorities are not allowed in newsrooms, news stories are often incomplete, poorly researched, and largely inaccurate. The source of the media's power, which allows it to continue its hyprocritical practices unchecked, is the reader and viewer. The Black press has attempted to reach the Black audience, but most of the established Black publications are now experiencing declines. If the media is to intelligently interpret our constantly changing society, it must continue its "catch up" affirmative action programs by active recruiting and training of minority journalists. The media must improve its coverage of black concerns and newsmakers, and not continue to ignore or control public opinions toward the actions of major black leaders like Andrew Young and Jesse Jackson. (KH)

ED 264 134 SE 046 297

A Guide to Curriculum Planning in Environmental Education. Bulletin No. 6094.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 85

NOTE- 113p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Curriculum Development; *Educational Strategies; Elementary Secondary Education; *Environmental Education; Instructional Improvement; *Interdisciplinary Approach; *State Curriculum Guides; Values Clarification

IDENTIFIERS- *Environmental Education Programs; *Wisconsin

This guide is designed to provide assistance and support to school districts for the development of a comprehensive K-12 environmental education program. Emphasis is placed on the acquisition of knowledge, attitudes, and skills that would lead to responsible stewardship of the environment. Infusion of environmental topics into all curricular areas is recommended. Major sections include: (1) an introduction to environmental education curriculum development (presenting a rationale and goals); (2) fundamental principles of environmental education content (identifying basic elements of environmental literacy); (3) value development (discussing stages and strategies in value education); (4) teaching and learning approaches (addressing both cognitive and affective domains); (5) the infusion process (explaining step-wise procedures for infusing environmental topics into the existing curriculum); (6) program development (with evaluation considerations); and (7) current issues (discussing controversial topics, computers, and equity factors). Appendices include the Tbilisi Declaration, a list of available resources, three sample infused units, and a list of perceived major threats to environmental quality. (ML)

Zola, John; Zola, Jaye

Peace and Nuclear War. ERIC Digest No. 21.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 4p.
CONTRACT- 400-83-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Controversial Issues (Course Content); Disarmament; Educational Needs; Elementary Secondary Education; Guidelines; *Nuclear Warfare; *Peace; Public Education; Social Studies; War
IDENTIFIERS- ERIC Digests

This ERIC Digest examines the nature of peace and nuclear war education, rationales for its inclusion in public school programs, and ways to deal with the controversial nature of the topics. A distinction between peace education and nuclear war education is followed by a description of four basic themes offered as a rationale for peace and nuclear war education: peace and nuclear war education are appropriate content for developing capable, thinking, competent young adults; peace and nuclear war-related content are highly relevant in today's world; openly addressing and confronting psychological concerns of young people regarding nuclear war with information and appropriate pedagogy can help young people cope with these concerns; and by addressing peace and nuclear issues, teachers can prepare young adults for participation in the nation's democratic institutions by helping them make decisions regarding leaders and policy. Challenges for dealing with the controversial nature of peace and nuclear war education include (1) those teaching peace and nuclear war education must familiarize themselves with both the content and processes necessary for credibly teaching this information and must take great care in selecting only age-appropriate lessons; (2) the controversial nature of peace and nuclear war education must be recognized, confronted, and honestly addressed; and (3) advocates of peace and nuclear war education need to work diligently, patiently, and cooperatively in bringing about the changes they seek. A list of 15 related resources concludes the digest. (LH)

ED 264 240 SP 027 133

Habel, John
The College of Education and the Teacher Center.
PUB DATE- 6 Nov 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Biloxi, MS, November 6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Institutional Cooperation; *Schools of Education; *Teacher Centers; Teacher Education; *Teacher Educators; Teacher Role; Theory Practice Relationship

Teacher centers began as small-scale, particularistic, dynamic, and tentative organizational forms. Each center developed its own personality, and no single institutional norm became the mold from which centers were cast. This fact has important implications for the kinds of collaborative arrangements into which teacher centers and teacher educators have entered. The center and the teachers it serves gain when teacher educators share their expertise in ways that encourage teachers to integrate theory into their work, when traditional barriers of status and formal scheduling are modified so that professors and teachers can cooperatively understand and address daily classroom problems, and when university faculty recognize and respect teachers' initiative toward professional development. Through the agency of collaboration, teacher centers and teacher education institutions have had some success at overcoming the historical impediments to integrating university expertise with the on-site needs of teachers. It appears that increasingly large numbers of professors and practictioners have come to appreciate the value of multiple perspectives and democratic intentions in an enterprise as complex as teacher education. A four-page reference list concludes the paper. (JD)

ED 264 353 UD 024 625

Mitchell, Vernay
Case Studies of Successful Assistance in Urban School Improvement Programs. II. Constituency-Based School Renewal Program.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Conference of the American Educational Research Association (Chicago, IL, April 1985). For related document, see UD 024 624.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; *Educational Environment; *Educational Improvement; Elementary Education; *Participative Decision Making; *Program Development; Program Implementation; School Involvement; *Urban Schools
IDENTIFIERS- *Constituency Based School Renewal Program; New York (Brooklyn)

As part of a research project on "Patterns of Successful Assistance in Urban School Improvement Programs," this paper presents a case study of an assister's work in the Constituency-Based School Renewal Program (CSR), implemented in an elementary school in Brooklyn, New York. CSR is a program aiming to institute a process by which a school will improve itself. The program lends resources and personnel support until the school is able to independently continue the improvement process. The school under study is located in a poor working-class neighborhood, with a student body that is 95% black and 5% Hispanic. It had lost ground in climate and achievement under a former principal, and the renewal program was then instituted. The paper describes the chronology of the assister's techniques for mobilizing the implementation of the CSR program in the school. His activities included forming a planning team and training them to work effectively with the whole school; helping the planning team to write a comprehensive improvement plan; and helping them to implement the plan. He remained available to act as a trouble shooter as problems arose. The results of this implementation of the CSR program included an improved school climate as a result of closer relationships between teachers, parents and support staff; the use of new products for curricular improvement; and an increase in student achievement. (CG)

ED 264 120 SE 046 282

Bennof, Richard J.

Federal Support to Universities, Colleges, and Selected Nonprofit Institutions: Fiscal Year 1983. A Report to the President and Congress. Final Report. Surveys of Science Resources Series.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

REPORT NO.- NSF-85-321

PUB DATE- Aug 85

NOTE- 224p.; For 1982 report see ED 248 775.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Black Colleges; *Colleges; Engineering; *Federal Aid; Financial Support; Geographic Distribution; Higher Education; Institutional Characteristics; Multicampus Colleges; National Surveys; *Nonprofit Organizations; *Research and Development; Research and Development Centers; Sciences; *Scientific Research; Trend Analysis; *Universities

IDENTIFIERS- National Science Foundation

Data on fiscal year 1983 federal support to United States institutions of higher education are presented in 17 charts and 56 statistical tables, along with a condensed narrative analysis. The 15 federal agencies represented account for an estimated 95 percent of total obligations to colleges and universities and virtually all support for science and engineering (S/E) research and development (R&D) at these institutions. Obligations shown for colleges and universities do not include funds to federally-funded research and development centers (FFRDSs) administered by academic institutions; these obligations are presented separately, as are R&D obligations to independent nonprofit institutions and nonprofit-administered FFRDSs. Major categories of data provided in the statistical tables include 1963-1983 trends in federal obligations, the geographic distribution of federal aid, 100 institutions ranked in order of amount received, obligations by field, types of institutional control, institutional listings by state, and aid to historically black colleges. Data are included on obligations to academic institutions distributed according to highest degree granted categories of doctorate, master's, bachelor's, and no S/E degrees. (Technical notes on the survey are provided.) (JN)

ED 264 177 SP 026 573

Fair, Martha H.; And Others

Athletics: Achieving Sex Equity Through Title IX. Participant Workbook.

Colorado State Dept. of Education, Denver.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 79
NOTE- 86p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 575, SP 026 578, and SP 026 579.
CONTRACT- 300-76-0456
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletics; *Change Strategies; Educational Legislation; Elementary Secondary Education; *Equal Education; Program Implementation; *Sex Fairness; Worksheets; Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

This participant workbook is designed for use in workshops on achieving sex equity in athletic programs through Title IX of the Education Amendments of 1972. It contains worksheets on: (1) assessing Title IX implementation in athletic programs; (2) basic guidelines for competitive athletics Title IX compliance; (3) athletics case examples; (4) athletics objectives for female and male students; (5) the film, "An Equal Chance through Title IX"; (6) athletic programs assessment inventory; (7) creating a student interest survey; and (8) designing a student survey form. Five case studies involving problems faced by coaches and athletic staffs are presented. Appendices outline requirements of Title IX as they pertain to athletics, and provide suggestions on solutions to the problems illustrated by the case studies. (JD)

Tannenbaum, Margaret D.
Faculty Development Practices in New Jersey Secondary and Post-Secondary Institutions.
PUB DATE- 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). Tables contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Faculty Development; *Postsecondary Education; *Private Schools; Program Effectiveness; *Public Schools; *Secondary Education; Teacher Attitudes
IDENTIFIERS- Centra (John); *New Jersey

A questionnaire developed by John Centra was used in a nationwide survey done in 1975-76 to collect data on faculty development practices. This study used the same instrument to collect data on New Jersey secondary and post-secondary, public and private educational institutions. The data is used to compare: (1) the 1983-84 New Jersey data and the 1975-76 nationwide data collected by Centra; (2) secondary and post-secondary institutions; and (3) public and private secondary institutions. Frequency of faculty development use is analyzed by degree of perceived effectiveness. Tables summarize the following data collected from the survey: (1) the percentage of respondents which have each of the faculty development practices at their institutions, and the percentage which perceive them to be effective; (2) the rate of use and effectiveness for secondary and post-secondary institutions; (3) the rates of use and effectiveness for private and public secondary institutions; (4) comparisons of the nationwide data with the New Jersey data; (5) comparisons between secondary and post-secondary institutions by category; and (6) comparisons of public and private secondary institutions by category. (JD)

ED 264 224 SP 026 928

Lillard, Diana L.
A Survey of Warren County Teachers concerning the Instructional Use of Microcomputers.
PUB DATE- 21 Jun 85
NOTE- 12p.; Paper presented at the Annual Computers in Education in Maryland Conference (4th, Baltimore, MD, June 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Elementary Secondary Education; Instructional Materials; *Teacher Attitudes; Teaching Experience; Teaching Methods
IDENTIFIERS- *Pennsylvania (Warren County)

The purposes of this study were to determine if relationships existed between teachers' knowledge about, attitude toward, and willingness to use microcomputers for instruction; and to determine if differences existed in teachers' willingness to use microcomputers based on teaching experience and grade level and subjects taught. Results of the study were based on the analysis of microcomputer questionnaires completed by 219 teachers in the Warren County School District, Pennsylvania. The correlations between knowledge, attitude, and willingness were statistically significant, as was the difference in willingness to use microcomputers based upon teaching experience. Differences in willingness based on subject area and grade level were non-significant. The high correlation between attitude toward the instructional use of microcomputers and willingness to use microcomputers emphasizes the importance of attitudes when planning for implementation of computer use in the classroom. Providing workshops or intensive programs to allow teachers the opportunity to learn more about the instructional use of microcomputers was the major recommendation of this study. The questions used in the survey and statistical tables showing responses are appended. (Author/JD)

ED 264 149 SO 016 878

Balmuth, Miriam
Trends in Female Schooling and Literacy: England, 1500-1700.
PUB DATE- Nov 84
NOTE- 23p.; Paper presented at the Annual Conference of the New York State Reading Association (18th, Kiamesha Lake, NY, November 7, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; *Educational History; Educational Trends; Elementary Secondary Education; Equal Education; *Females; Foreign Countries; Higher Education; Humanism; *Literacy; Puritans; *Sex Discrimination; *Womens Education
IDENTIFIERS- Elizabeth I (England); *England; Protestant Reformation; Seventeenth Century; Sixteenth Century

Women's education in 16th and 17th century England is discussed. Prior to the 16th century, education for women had a religious focus. That picture was changed by three 16th century events: the rise of humanism, the Protestant Reformation, and the reign of Elizabeth I. Humanists recommended that women be given advanced education. Many Protestant reformers insisted on compulsory schooling for boys and girls. Elizabeth I fostered the scholarly values of both these groups. The idea of a broad classical education for upperclass women became an accepted idea. In addition, with the establishment of Protestantism in England in 1534, convent and church schools were closed and replaced with privately endowed grammar schools. By the 17th century, however, this grass roots schooling came into the hands of the Puritans. One effect was the dissemination of Protestant values, resulting in more limitations placed on all women. The Elizabethan ideal of a rich classical education for upperclass women was supplanted by an ideal of women in all classes becoming literate enough to read the Bible for themselves and perhaps to teach it to their children. The picture that emerges, therefore, of female education in 17th century England is a dismal one. A three page list of references concludes the report. (RM)

ED 264 241 SP 027 207

An Open Letter to America on Schools, Students, and Tomorrow.
National Education Association, Washington, D.C.
PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; *Educational Change; *Educational Objectives; *Educational Quality; Elementary Secondary Education; *Futures (of Society); School Community Relationship; *School Effectiveness; *Student Needs; Teacher Education
IDENTIFIERS- *Excellence in Education

The National Education Association (NEA) offers its vision of schools in the 21st century, describes today's schools, and identifies practical solutions for improvement. Nine overarching principles incorporate the recommendations made. These nine principles are the basis for the NEA's Action Plan for Educational Excellence: (1) students must master what is taught; (2) students must be active participants in learning; (3) full learning opportunity must be available for all students; (4) learning should occur throughout life; (5) authority must be vested in the local school faculty; (6) school staff must be professionally compensated; (7) there must be high standards for teacher preparation and practice; (8) school/community resources must be coordinated to benefit students; and (9) adequate financial support for education is essential. (JD)

TM

ED 264 256 TM 850 621

Malik, M. F.; Thwaites, H. M.
Biocybernetic Approach to the Communication Process.
PUB DATE- Dec 84
NOTE- 41p.; Paper presented at the Annual Meeting of the World Communication Association (San Juan, PR, December 1-2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Audiovisual Communications; *Communications; *Cybernetics; Electroencephalography; *Information Processing; Information Systems; *Information Theory; Instrumentation; Literature Reviews; Neurology; Pattern Recognition; Perception; *Research Methodology; Symbolism; Time Perspective
IDENTIFIERS- *Biocybernetics; *Biometrics

This paper presents an overview of biocybernetic communication research, which deals with the information impact of films, television, photographic pictures, paintings, exhibitions, texts, and verbal stimuli on human beings. The first section describes the biocybernetic basics of biometric research, and clarifies terms used in the field. The information chain, the conditions of transmission, receiver, information production and perception, information cascade, perceptual time and space, perceptual rhythm and symbols are discussed. The second section presents the history and future of biocybernetic research. Current research includes eye movement studies and electrophysical experiments. In the future, new biometric laboratories may be added to universities and hospitals, and new instruments and methods will be developed. Section three describes instrumentation and methodology in biocybernetic communication research. The kinds of energy changes measured by biometric means are thermal changes (changes in body temperature), electrical changes (EEG), and chemical changes (chemospectrographic analysis). Laboratories measuring such energy changes need the following kinds of instrumentation: (1) sensory scanning instruments, (2) cortical (brain function) scanning instruments, (3) control feedback instruments, and (4) recording devices. Four methodologies are outlined in detail. An appendix depicts visual information input, biometric amplifiers, and recordings. An eight-page bibliography is included. (LMO)

ED 264 270 TM 850 756

Weiss, David J.; Suhadolnik, Debra

Robustness of Adaptive Testing to Multidimensionality.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.; Office of Naval Research, Washington, D.C.
PUB DATE- Jul 82
NOTE- 34p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
CONTRACT- N00014-79-C-0172; NR-150-433
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Numerical/Quantitative Data (110)
DESCRIPTORS- *Adaptive Testing; *Computer Assisted Testing; Factor Structure; *Latent Trait Theory; *Monte Carlo Methods; *Multidimensional Scaling; Postsecondary Education; Simulation; Tables (Data); Test Items
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *Robustness

The present monte carlo simulation study was designed to examine the effects of multidimensionality during the administration of computerized adaptive testing (CAT). It was assumed that multidimensionality existed in the individuals to whom test items were being administered, i.e., that the correct or incorrect responses given by an individual were generated from a specified multidimensional structure, rather than the unidimensional item response theory (IRT) model normally assumed to have generated the observable dichotomous test item responses. The dichotomous response was then treated for CAT item selection and ability estimation purposes as if it had been generated by the unidimensional model. To the extent that the observed item response was affected by dimensions other than the first (which corresponded to the single dimension assumed to underlie the item selection and ability estimation process) errors should be introduced into the adaptive testing process. These errors should affect the ability estimates and the efficiency of CAT. The study focused on the nature and degree of these errors under a variety of multidimensional structures, to determine how robust CAT is to the effects of multidimensionality in examinees' responses to test items. (PN)

ED 264 284 TM 850 771

Baylor, Jack
Assessment of Microcomputer Attitudes of Education Students.
PUB DATE- Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (14th, Biloxi, MS, November 6-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *Age Differences; Attitude Change; *Attitude Measures; *Computer Science Education; Higher Education; Inservice Teacher Education; *Microcomputers; Predictor Variables; Pretests Posttests; Semantic Differential; *Sex Differences; *Teacher Attitudes; Teacher Background
IDENTIFIERS- *Computer Anxiety

The attitudes of educators toward computers were assessed as well as their attitude change while taking an introductory microcomputer course. Sex and age differences were also investigated. Subjects included a sample who were surveyed by mail and a group of 22 teachers who were enrolled in a microcomputer course. A 44-item attitude questionnaire and 6 semantic differential tests were administered. Other data collected included professional involvement, grade level involvement, age, years of teaching experience, sex, computer experience, and educational level. Results indicated that: (1) there was a significant increase in positive attitudes toward computers after participation in the course; (2) educators who registered for the course had more positive computer attitudes than those who did not; (3) sex and age did not predict educators' attitudes toward computers; (4) females felt somewhat more favorable toward computer assisted instruction, flowcharting, computers, and calculators; (5) males responded more positively toward programming and BASIC language; (6) older students aged 41-70 were more positive toward computers, calculators, and computer assisted instruction; and (7) younger students aged 20-40 felt more positive toward flowcharting, programming, and BASIC language. (GDC)

ED 264 298 TM 860 002

"Write on Illinois!" A User's Guide to Scoring Student Essays.

Illinois State Board of Education, Springfield. Evaluation and Assessment Section.

PUB DATE- Dec 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Assessment; Educational Methods; Elementary Secondary Education; *Essay Tests; Evaluation Criteria; *Evaluation Methods; Rating Scales; Scoring; *Scoring Formulas; State Programs; *Student Evaluation; *Writing Evaluation
IDENTIFIERS- *Analytical Scoring; *Illinois Inventory of Educational Progress

This report identifies the methods and issues in the evaluation of student writing in classrooms and large scale assessments using an analytical scoring system from the Illinois Inventory of Educational Progress (IIEP). This guide is written for staff in state offices of education conducting large-scale writing assessments, and also for personnel in colleges of education and local school districts interested in implementing a student writing program. This guide includes the following: (1) purposes of assessing writing; (2) the rating guide for functional writing (discourse aims assessed, writing prompts, and rating criteria); (3) specific elements of the IIEP rating criteria and scoring guide; (4) six-point rating scale; (5) training system; (6) classroom adoptions and options; (7) recruitment and selection of scorers for the IIEP; (8) observations and results of the training and scoring process; (9) student outcomes of the writing assessment; (10) assessment outcomes related to instruction; (11) remarks and directions on future research; and (12) bibliography. Appendices which make up half of the document include: (1) Rating Guide for functional writing and functional writing/narrative; (2) writing prompt; (3) training paper example along with feedback; (4) examples of score points from student essays; (5) supplementary scoring materials; (6) score sheets; (7) check paper and feedback; (8) logistics schedule; (9) example of a well developed paper; (10) glossary for the writing assessment; and (11) an outline guide for the writing and assessment. (PN)

ED 264 313 UD 024 439

Levin, Henry M.
The Educationally Disadvantaged: A National Crisis. The State Youth Initiatives Project. Working Paper #6.
Public/Private Ventures, Philadelphia, PA.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jul 85
NOTE- 34p.; For related documents, see ED 227 325 and ED 251 555.
AVAILABLE FROM- The Resource Center, Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cost Effectiveness; *Educational Improvement; *Educationally Disadvantaged; *Educational Policy; Elementary Secondary Education; Labor Force; *Outcomes of Education; Racial Factors; Socioeconomic Influences; State Action; *Student Needs
IDENTIFIERS- *Reform Efforts

Available data reviewed in this paper suggest that at least 30% of elementary and secondary school students in the United States are educationally disadvantaged, and that the proportion will rise rapidly in the future. When these youth reach adulthood, their poor educational foundations will have deleterious economic and social consequences, including high rates of unemployment, low incomes, dependence on public assistance and higher rates of criminal involvement. The paper begins by describing the population of educationally disadvantaged students in terms of its composition, growth, and educational performance. Second, the consequences of ignoring the needs of these students are considered. Third, the failure of current national educational reforms to consider the needs of the educationally disadvantaged population is discussed. And, fourth, an agenda for addressing these needs is outlined. This agenda describes goal setting; accountability; resource allocation; and the responsibilities of government, parents and students, communities, schools and agencies, colleges and universities, and business and industry. (CG)

ED 264 327 UD 024 590

The Louisiana School Effectiveness Study. Phase One (1980-82), Pilot Year, 1981-82.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- 82
NOTE- 214p.; For Phase Two, see ED 250 361-362.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Expectation; *Institutional Characteristics; Predictor Variables; Racial Composition; *School Effectiveness; *Socioeconomic Influences; *Student Characteristics; *Teacher Participation; *Teaching Experience
IDENTIFIERS- *Louisiana

This report summarizes activities of the pilot year (1981-82) of the Louisiana School Effectiveness Study (LSES), a five-year exploration of those factors that make some of Louisiana's schools more effective than others in educating students. The pilot year of the project was conducted in the Caddo Parish School System and accomplished two tasks: (1) identification of important socioeconomic and school variables; and (2) construction and pilot testing of a questionnaire designed to measure school climate variables. It was found that schools scoring above average on the parish's State Assessment Test scores shared several characteristics: highly educated parents; students with fewest siblings; greatest percentage of fathers in professional jobs and smallest numbers of mothers in nonprofessional jobs; majority white student bodies; faculties with highest educational attainment and teaching experience; and the largest percentage of white teachers. Schools scoring below the parish's average had the reverse ratings on these characteristics. However, a predictive mathematical model found striking contrasts between predicted and actual school performance. Further analysis determined that the numerous socioeconomic variables explored were so highly correlated as to be considered one separate dimension in school effectiveness, while two separate important dimensions (teacher preparation and teacher experience) emerged among the school variables. Teacher, parent and peer expectations also were found to vary among schools of higher and lower effectiveness. Much of this report consists of tables demonstrating the study's statistical analysis of variables. Student, teacher, and principal questionnaires are appended. (GC)

ED 264 340 UD 024 609

Greenberg, Jack
Civil Rights Law and the Brown Decision.
PUB DATE- 84
NOTE- 14p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Blacks; *Civil Rights; Civil Rights Legislation; *Federal Government; Federal Legislation; *Government Role; Public Policy; Racial Integration; *Racial Relations; *School Desegregation; Social Discrimination; *United States History
IDENTIFIERS- *Reagan Administration

The Brown decision of 1954 was the product of a planned program of litigation begun in the late 1920s and the early 1930s by a group of Black lawyers. Their work would not have succeeded if the ethos of the United States had not been changing simultaneously. The growth of a climate more conducive to civil rights is reflected in the presidential administrations of Truman through Carter. The 1947 "Truman Committee Report" called for changes in American life and law, with regard for race relations, and under Truman, the national government supported civil rights lawyers in some of their most important litigation. Although Eisenhower was reportedly appalled by the Brown decision, he did nothing to hinder the implementation of the decision and sent military forces to Little Rock, Arkansas, when the first armed insurrection against Brown arose. Kennedy supported Brown both publicly and privately, and Johnson was a vigorous proponent of civil rights, who fought effectively for the Civil Rights Acts of 1964 and 1965 and created bureaucracies which have been necessary for executing national civil rights programs. Nixon openly opposed school integration. Still, he implemented the laws and more school desegregation took place during his administration than in any other. President Carter appointed more Blacks and women as judges than ever before in American history, and began a policy of international human rights. The Reagan administration, in sharp contrast, opposed school integration and tried to grant tax exemption to segregating academies. It is not yet clear whether these actions represent a temporary or permanent movement within the national attitude toward civil rights. (KH)

ED 264 135 SE 046 299

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 11, Number 3.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 85
NOTE- 80p.
AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; *Cognitive Style; *Concept Formation; Elementary Secondary Education; Higher Education; *Science Education; *Science Instruction
IDENTIFIERS- Cognitive Preference; *Misconceptions; *Science Education Research

Abstracts and abstractors' critiques are presented for six studies dealing with concept formation and misconceptions and for five studies dealing with cognitive development. The first six studies investigated: children's naive conceptions of the human body; students' understanding (or misunderstanding) of states of matter and density changes; the effect of an inquiry-oriented instructional design on the learning of selected biology concepts; children's conceptions of changes of state of water; the use of concept and Vee mapping strategies in junior high school science classrooms; and the effect of peer teaching on concept development. The next five studies investigated: interactions between learner characteristics and teaching strategies; the validity of the cognitive preference constructs; relationships between cognitive preferences and creativity; the effectiveness of chemistry instruction using manipulable materials and peer interaction; and the effects of instruction in native language and in a second language on children's cognitive development. Responses to the critiques by the authors of two of the studies are included. (JN)

ED 264 164 SO 016 947

Meredith, Sydney J.
Improvement in Geography Education. ERIC Digest No. 22.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 4p.
CONTRACT- 400-83-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Improvement; *Educational Needs; Educational Research; Educational Trends; Elementary Secondary Education; *Geography Instruction; *Knowledge Level; Teacher Education
IDENTIFIERS- ERIC Digests

This ERIC Digest explores the need for improvement in geography education in the United States, based on concern expressed by geography professors across the United States and findings from a number of recent state, national, and international polls and studies showing that many students leave high school illiterate in geography. A section synthesizing the findings of six recent studies characterizing elementary and secondary students as illiterate in geography is followed by an examination of possible reasons for the problem. Positive steps to improve geography education include the development of guidelines focusing on what should be taught in geography by the National Council for Geographic Education and the Association of American Geographers. Short- and long-term tasks to promote geography education include the development of grade-by-grade curriculum guidelines with activities; a network of people to serve as consultants in geography education; model workshops and materials for improving geography education; an information network in geography to share news about such things as new materials, notes on important reports, workshops, conferences, and professional training; the addition of a geographic component to admissions requirements at some colleges; and the addition of geography as a required course in the high school curriculum. A list of 12 related resources concludes the digest. (LH)

ED 264 178 SP 026 575

Fair, Martha H.; And Others

Athletics: Achieving Sex Equity Through Title IX. Trainer Manual.

Colorado State Dept. of Education, Denver.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Oct 79
NOTE- 171p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 573, SP 026 578, and SP 026 579.
CONTRACT- 300-76-0456
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Athletics; Change Strategies; Educational Legislation; Elementary Secondary Education; *Equal Education; *Program Development; *Sex Fairness; *Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

The Title IX/Sex Equity training model is designed to assist educational personnel in the implementation of Title IX of the Education Amendments of 1972 and the attainment of sex equity in athletic programs. Workshop sessions are provided for administrators, instructional personnel, counseling and pupil services personnel, physical education and athletics staff, and community group members. Session outlines and materials are presented for worksheets on: (1) assessing Title IX implementation in athletics programs; (2) the law and its implications; (3) assessing athletics program objectives; (4) developing a perspective for change; (5) images of sex-integrated programs; (6) alternatives for change; (7) action planning and sex equity; and (8) evaluation and summary. (JD)

ED 264 193 SP 026 736

Saunders, Robert L.
The Preservice Education of Teachers
PUB DATE- 13 Jun 85
NOTE- 24p.; Paper presented to the Forum on Teacher Education, Appalachia Educational Laboratory (Virginia Beach, VA, June 13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; Higher Education; Internship Programs; *Preservice Teacher Education; Program Effectiveness; *Teacher Education Curriculum; *Teacher Education Programs

Three fundamental questions regarding preservice teacher education are examined in this paper: (1) what preservice teacher education should do and what it should not be expected to do; (2) the important characteristics of programs needed to prepare teachers for effective teaching in the future; and (3) the basic ingredients in effective preservice programs. In discussing the role and function of preservice teacher education, it is pointed out that the goal of such education should be to prepare entry-level teachers who are well educated in a general sense, in possession of a strong in-depth grounding in a teaching field, and who have a good pedagogical grounding. An analysis is presented of the nature and composition of effective preservice preparation programs. The discussion of this topic focuses upon four major components of a sound preservice program: (1) general education/liberal studies; (2) undergirding disciplines/pre-professional studies; (3) academic specializations; and (4) professional (pedagogic) studies. Concluding remarks include a recommendation for extension of preservice education with a year of internship. (JD)

ED 264 209 SP 026 820

Allison, Clinton B.
The Education Professoriate: A Review of the Literature.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Rank (Professional); College Faculty; *Educational Attitudes; Higher Education; *Professional Recognition; Social Attitudes; Teacher Education; *Teacher Educators

This review of literature on teacher educators points out that much of the literature divides the professoriate into two groups: those who see education as an academic field, and those who see it as a professional field. The professoriate has also been classified into three categories based upon their traditional professional orientation: (1) disciplinists--those who feed upon and sometimes contribute to one of the social sciences (educational historians or sociologists); (2) generalists--those whose field is educational matters, broadly conceived (professors of curriculum, higher education, or educational administration); and (3) pedagogists--those concerned with the transmission of pedagogical techniques and materials (methods professors). Relations among the three appear to be a somewhat uneasy alliance, and the disciplinists tend to be the most respected members of a low status group within academic circles. Other writers have seen the professoriate as educators who see their job as a realistic attempt to develop valid professional knowledge and professional technical culture suited to the needs of public school practitioners. A brief exploration is also made into literature on teacher educators in other countries (in particular the Soviet Union and Great Britain) and some similaries and differences in attitudes in these countries and the United States toward the professoriate are pointed out. (JD)

ED 264 225 SP 026 931

Brodbelt, Samuel; Wall, Robert E.
Student-Teacher Socialization: Role Model Influences.
PUB DATE- Feb 85
NOTE- 20p.; Paper presented at the Eastern Educational Research Association Conference (Virginia Beach, VA, February 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Higher Education; Interpersonal Relationship; Preservice Teacher Education; *Role Models; *Student Teacher Attitudes; *Student Teachers; *Teacher Student Relationship

Role model selection by student teachers and their classroom supervising teachers, the influence of status, and circumstances and issues related to the selection were investigated. Of 200 questionnaires mailed to student teachers, 147 usable forms were returned; of 320 questionnaires mailed to supervising teachers, 223 were returned (70%). student teachers and supervising teachers include college professor, chairperson, colleagues, classroom teacher and other school administrators. Fifty percent of the student teachers indicated that their supervising teacher was the primary source of professional advice, personal friends were second, other student teachers were third, and the college supervisor was the fourth most common choice. In contrast, supervising teachers reported their choices as colleagues, principal, and supervisor, ranked 1 to 3 respectively. The college supervisor was mentioned least often. This study provides evidence of the need of teacher education programs to recognize the effect of role models upon the professional development and performance of teachers. (Author/KM)

ED 264 354 UD 024 626

Goodwin, A. Lin; Lieberman, Ann
Effective Assister Behavior: What They Brought and What They Learned.

PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Conference of the American Educational Research Association (Chicago, IL, April 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Change Agents; *Educational Change; *Educational Improvement; Elementary Secondary Education; Job Skills; *Urban Schools
IDENTIFIERS- New York (Brooklyn)

This paper presents the findings of a study on the training and characteristics that make for effective assistance personnel involved in implementing school improvement programs. The purpose of the study was to identify the entry skills and characteristics of assistance personnel, how and what they learn during their involvement in school improvement, the specific skills and strategies they use in their work, and what outcomes they help to achieve. The three improvement programs studied were a constituency-based renewal program, an effective schools program, and a teacher growth program. From each program five to six assisters were chosen who had been identified as highly successful. The research consisted of a series of interview guides, which were given to the assisters, the program managers, and teachers, principals, and parents. The paper describes assisters' educational and job experience backgrounds upon entry into the various programs and describes their teaching, curriculum/content knowledge, academic, administrative/organizational, and interpersonal skills. It was found that while the assisters had, in general, impressive entry characteristics, much learning was acquired on the job from their new roles in implementing improvement programs. The assisters felt that they received extensive support from peers, program managers, key school personnel, program trainers, and their own families and friends. The study indicates that while many of the skills necessary for successful assistance work can be generalized, many others are particular to an individual program and school and will be acquired on the job. (CG)

ED 264 121 SE 046 283

Bierce, Rose, Ed.
The Ocean: Consider the Connections...Educational Activities for Children.
Center for Environmental Education, Washington, D.C.
SPONS. AGENCY- Year of the Ocean Foundation, Washington, DC.
REPORT NO.- ISBN-0-96152-940-7
PUB DATE- Jul 85
NOTE- 102p.; Several pages contain photographs which may not reproduce well. Funding also provided by the David and Lucile Packard Foundation.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Animals; *Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Learning Activities; *Marine Education; *Oceanography; *Science Activities; Science Education; Weather

This eight-chapter resource book is designed for use by elementary school-age children, teachers, and interested parents. It consists of activities (such as word games, art projects, and experiments) and information which not only provide knowledge but also stimulate creativity and provide entertainment. Areas addressed in the first seven chapters are: beginnings of ocean study; oceans at work (currents, weather, waves, and tides); animals in the ocean; food chains; adaptation; ecosystems; and people and the sea. Each of these chapters contains background information (that teachers and parents may find useful before introducing the chapter topic), a list of activities, and the activities, most of which are designed to allow children an independent and self-directed learning situation. The final chapter provides answers to the activities so that children may correct their own work, a vocabulary list, and a list of books. (JN)

ED 264 150 SO 016 881

Voter Education and Selective Service Awareness Guide. Secondary Social Studies. Bulletin 1701 (Reprint).

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Citizenship Responsibility; *Civics; Curriculum Guides; Democratic Values; Instructional Materials; Laws; Learning Activities; Political Attitudes; Secondary Education; Social Studies; Social Values; Student Attitudes; Units of Study; *Voting; *Voting Rights
IDENTIFIERS- *Selective Service

Designed to provide direction to secondary teachers involved in citizenship education, this guide focuses on citizenship responsibility in electing public officials and on legal obligations of members of a democratic society. The material is divided into nine sections. Introductory letters and acknowledgements are followed by a detailed curriculum guide containing two teaching units. The guide contains a rationale for teaching voter registration and awareness and selective service registration. For each unit, major civic concepts, a content outline, activities, and readings are tagged to major objectives. The remaining sections of the document contain a glossary, references, and an appendix. (LP)

ED 264 136 SE 046 300

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.
Investigations in Science Education. Volume 11, Number 4.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
PUB DATE- 85
NOTE- 72p.
AVAILABLE FROM- Information Reference Center (SMEAC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription $8.00; $2.75 single copy).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Chemistry; *Cognitive Development; Elementary Secondary Education; Higher Education; *Problem Solving; *Science Education; *Student Attitudes
IDENTIFIERS- *Science Education Research

Presented are abstracts and abstractors' analyses of four studies dealing with cognitive development, four studies dealing with attitudes, and two studies dealing with problem-solving. The cognitive development studies are: "College Chemistry and Piaget: The Relationship of Aptitude and Achievement Measures" (David Bender and Louis Milakofsky); "Inducing Cognitive Growth in Concrete-Operational Students" (William Thomas and Douglas Grouws); "Effect of Using Analogies on Chemistry Achievement according to Piagetian Level" (Dorothy Gabel and Robert Sherwood); and "The Influence of Content Organization on Students' Cognitive Structure in Thermodynamics" (Marco Moreira and Carlos Santos). The attitude studies are: "Saudi Arabian Students' Chemistry Achievement and Science Attitudes Stemming from Lecture-Demonstration and Small Group Teaching Methods" (H. Harty and N. Al-Faleh); "Relationship between Perceived Levels of Classroom Individualization and Science-Related Attitudes" (Barry Fraser and William Butts); "A Survey of Interest in Science for Participants in a Junior Science and Humanities Symposium" (Jill Wright and Paul Hounshell); and "Do New Science Courses Improve Attitudes toward Science? A Study in Lesotho" (P. Towse), including the author's response to this critique. The problem-solving studies are "Problem-Solving Strategies of Sixth-Grade Students Who are Superior Problem Solvers" (Alan Mandell) and "Proportional Reasoning and Rule-Governed Behavior with the Balance Beam" (D. Maloney). (JN)

ED 264 179 SP 026 578

Fair, Martha H.; And Others

Physical Education: Implementing Sex Equity Using Title IX. Participant Workbook.

Colorado State Dept. of Education, Denver.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 79

NOTE- 88p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 573, SP 026 575, and SP 026 579.

CONTRACT- 300-76-0456

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Change Strategies; Educational Legislation; Elementary Secondary Education; *Equal Education; *Physical Education; Program Implementation; *Sex Fairness; Worksheets; Workshops

IDENTIFIERS- *Title IX Education Amendments 1972

These worksheets are designed for use by participants in workshops on implementing sex equity in physical education programs. Subjects of the workshop sessions are: (1) assessing Title IX implementation in physical education programs; (2) basic guidelines for physical education Title IX compliance; (3) physical education case examples; (4) physical activity objectives for female and male students; (5) the film, "An Equal Chance through Title IX"; (6) physical education assessment inventory; (7) establishing action strategies and priorities; (8) physical education assessement inventory; (9) physical education program options and implications; (10) basic orientations to physical education programming; (11) scheduling of classes and facilities for physical education programs; (12) evaluation of physical education students; (13) developing a model for student physical education; (14) individual action plan; and (15) suggestions for action steps. Appendices include requirements of Title IX as they pertain to physical education, sample questions and answers related to Title IX, suggested answers to physical education case examples, and an analysis of the film, "An Equal Chance through Title IX." (JD)

ED 264 194 SP 026 748

Ogletree, Earl J.
Teachers' and Administrators' Opinion of Merit Pay.
PUB DATE- 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; Elementary Secondary Education; Evaluation Criteria; Evaluation Problems; Incentives; *Merit Pay; *Teacher Attitudes; Teacher Effectiveness; *Teacher Evaluation; *Teacher Salaries

A survey sought to determine the opinions of Chicago and Illinois educators on merit pay for teachers. Some questions asked were: (1) Do administrators and teachers favor merit pay? (1) What are their opinions of merit pay? (3) Can merit pay be objectively awarded? (4) What type of merit pay system would be acceptable? (5) On what evaluation criteria should merit pay be based? (6) Who should be the evaluators? and (7) What should be the goal of merit pay evaluation--improvement of instruction or teacher retention? One hundred five questionnaires were returned by 80 teachers and 25 administrators from elementary and secondary schools. The results showed that the majority of teachers rejected the concept of merit pay and different merit pay schemes, while administrators favored merit pay. Quotations are provided of responses to selected questions, and the findings are analyzed in light of previous research on the subject. A brief discussion is presented of the implications of the findings and suggestions are made on alternative ways to improve the schools, e.g., improve working conditions, smaller classes, higher salaries, discipline, parent participation. A summary of responses to the 44 item questionnaire is included. (JD)

ED 264 242 TM 850 245

Connor, Ethel Lynne; Wasman, Marcy
Evaluation of the DCPS Secondary Guidance Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Oct 84
NOTE- 224p.; For related documents, see TM 850 246 and ED 263 169.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Oriented Programs; *Counseling Services; Educational Counseling; *Guidance Objectives; Guidance Personnel; *Guidance Programs; Job Analysis; Needs Assessment; Personnel Evaluation; *Program Evaluation; *Pupil Personnel Services; Questionnaires; School Counseling; School Districts; School Guidance; School Surveys; Secondary Education
IDENTIFIERS- *Dade County Public Schools FL

This study reports an investigation of the Secondary Guidance Program within the Dade County (Florida) Public Schools. Three components were studied: (1) program activities; (2) program management; and (3) program impact. Findings from numerous surveys and from a job analysis of guidance personnel were reported. The greatest number of concern areas were identified in the area of program management. Factors related to program management (including inadequate facilities, insufficient clerical assistance, and inadequate allocation of counselors) negatively impacted the effectiveness of the program. Positive features were: (1) support from faculty; (2) support from administration; (3) support/cooperation of students; and (4) competency of guidance personnel. Computer equipment and software was not adequate for use in the guidance program. Job analysis showed that most activities of counselors facilitate the accomplishment of guidance goals and objectives. Surveys showed that an assessment of student needs was not implemented. Several need areas which had not been addressed were identified. There was a discrepancy between junior and senior high schools with regard to adequacy of services, but impact of counselors on guidance consumers was positive. Survey instruments for guidance counselors, administrators, students, teachers, and parents with response results are included in the 12 appendices. (LMO)

ED 264 257 TM 850 724

Anderson, John R.
Skill Acquisition: Compilation of Weak-Method Problem Solutions.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-85-1
PUB DATE- 12 Aug 85

NOTE- 77p.
CONTRACT- N00014-84-K-0064
GRANT- IST-83-18629
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Development; Cognitive Objectives; Educational Experiments; Elementary Secondary Education; Higher Education; *Induction; Knowledge Level; Learning Processes; *Learning Theories; Literature Reviews; *Problem Solving; *Programing; *Skill Development; Transfer of Training; Vertical Organization
IDENTIFIERS- *ACT Theory; LISP Programing Language

According to the ACT theory of skill acquisition, cognitive skills are encoded by a set of productions, which are organized according to a hierarchical goal structure. People solve problems in new domains by applying weak problem-solving procedures to declarative knowledge they have about this domain. From these initial problem solutions, production rules are compiled which are specific to that domain and that use of the knowledge. Numerous experimental results follow from this conception of skill organization and skill acquisition. These experiments include predictions about transfer among skills, differential improvement on problem types, effects of working memory limitations, and applications to instruction. The learning experiments involve the writing of LISP computer programs, an area where the ACT theory has had extensive application. (Author/GDC)

ED 264 271 TM 850 757

Weitzman, R. A.
Use of Sequential Testing to Prescreen Prospective Entrants into Military Service.
PUB DATE- Jul 82
NOTE- 10p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Armed Forces; Computer Oriented Programs; Computer Simulation; *Correlation; *Measures (Individuals); *Predictive Measurement; *Screening Tests; Sequential Approach; Simulation; *Statistical Analysis; Testing; Test Theory
IDENTIFIERS- *Armed Forces Qualification Test; *Armed Services Vocational Aptitude Battery

The goal of this research was to predict from a recruit's responses to the Armed Services Vocational Aptitude Battery (ASVAB) items whether the recruit would pass the Armed Forces Qualification Test (AFQT). The data consisted of the responses (correct/incorrect) of 1,020 Navy recruits to 200 items of the ASVAB together with the scores of these recruits on the AFQT, which functioned as the criterion. Each failure rate was used in each of three studies exemplifying three methods of item selection. Although every recruit took the entire battery, computer runs simulated the sequential procedure by selecting one item at a time. In two of the three studies the order of item selection corresponded directly to the ranking of the correlations between item responses and AFQT scores. In the first study the correlation was a point-biserial coefficient (Method 1); in the second, it was a phi coefficient, with AFQT scores dichotomized at the failure-rate centiles to maximize item discriminability (Method 2). The third study used, as an objective function for each candidate item, the ratio of the largest partial correlation between the candidate item and each item already selected, controlling for the AFQT, to the point-biserial coefficient used in Method 1. (PN)

ED 264 285 TM 850 772

Claus, Richard N.; Girrbach, Charmaine J.
An Assessment of the Saginaw Successful Schools Project: A Look at the Data.
Saginaw Public Schools, Mich.
PUB DATE- 18 Oct 85
NOTE- 29p.; Paper presented at the Joint Meeting of the Evaluation Research Society and the Evaluation Network (Toronto, Canada, October 17-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers,

"Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Environment; Educational Facilities Improvement; Educational Improvement; Elementary Secondary Education; Evaluation Methods; *Improvement Programs; Mathematics Achievement; *Participant Satisfaction; Program Evaluation; Reading Achievement; School Districts; *School Effectiveness; *School Involvement; School Personnel; School Surveys
IDENTIFIERS- California Achievement Tests; Michigan Educational Assessment Program; *Saginaw City Schools Project; *Saginaw City School System MI; School Improvement Survey

The Saginaw Successful Schools Project (S3P) was described and evaluated using data collected from 1980 to 1985. S3P is a school improvement project based on instructional and school effectiveness research findings; but the starting point for change is determined by staff in each of the 31 school buildings. The School Improvement Survey (SIS) was administered to school staff to evaluate teamwork and communications, administrator teacher relationship, school effectiveness, and instructional effectiveness. SIS results were used to create a building profile, which was used by the building staff to identify potential areas of improvement. The staff agreed on a plan, which was implemented, monitored, and evaluated. Staff commitment to S3P was assessed; it has increased from 1983 to 1985. Goals listed in each school's building plan were studied; levels of satisfactory attainment were reported for 70 to 100 percent of the goals. Data from the Michigan Educational Assessment Program indicated reading and mathematics achievement in grades 4, 7, and 10. California Achievement Tests (CAT) data were available for reading and mathematics in grades 1, 3, 5, 8, and 11. It was concluded that the results appeared promising. A number of specific recommendations are appended. (GDC)

ED 264 299 TM 860 005

Thomas, R. Murray
A Scheme for Generating Causes of Learning Difficulties.
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Diagnosis; *Educational Theories; Elementary Secondary Education; *Etiology; Evaluation Methods; Interviews; *Learning Problems; *Models; Observation; Student Evaluation; Testing

A three-stage model to diagnose and treat learning difficulties is presented. The three stages include: status assessment; cause estimation; and treatment recommendations. This paper concentrates on the first part of the second stage--that of generating likely causes for the learning difficulties in a given case. A list of questions is offered to apply the composite theory to diagnose a student's learning disorder. This sequence of questions is based upon biological-genetic foundations; processing information; expectations, models, and consequences; as well as the learner's self-concept and intentions. A brief description is given of four methods to evaluate cause: (1) an analysis of the student's performance pattern at the status-assessment stage; (2) observation of symptoms; (3) the administration of tests; and (4) the conduct of interviews with the student and with others (parents, teachers, counselors, medical personnel, etc.). (PN)

ED 264 314 UD 024 519

Hakuta, Kenji

The Causal Relationship between the Development of Bilingualism, Cognitive Flexibility, and Social-Cognitive Skills in Hispanic Elementary School Children. Final Report.

National Clearinghouse for Bilingual Education, Rosslyn, VA.; Yale Univ., New Haven, Conn. Dept. of Psychology.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 31 Dec 84

NOTE- 291p.; Appendix C contains small print.

GRANT- NIE-G-81-0123

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Bilingual Education; *Bilingualism; *Cognitive Ability; Cognitive Measurement; Elementary Education; *Language Skills; Limited English Speaking; Second Language Learning

This 2-volume document reports on a longitudinal study of the relationship between bilingualism and cognitive ability. Previous research has suggested that bilingualism might have positive effects on cognitive ability. This study focuses on effects for "non-balanced bilinguals," those who do not have equal levels of proficiency in both languages. Following an extensive review of research on bilingualism, the study is described. Subjects were elementary students in a Spanish-English bilingual program. Cognitive abilities measured included English and Spanish verbal ability, metalinguistic ability, nonlinguistic ability, and social perspective taking. Both cross-sectional and longitudinal analyses showed statistically reliable effects of bilingualism on cognitive abilities, although magnitude and reliability varied over time and grade level. The results in general support the position of a positive relationship between bilingualism and cognitive ability, even in non-balanced bilinguals. The appendix in volume 1 is an annotated bibliography of research on bilingualism and intelligence, while volume 2 consists of 3 appendices: a questionnaire sent to parents of study subjects, a preliminary report of a demographic study of all Hispanic students in New Haven giving statistical data in tables and figures, and measures used in the study including extensive picture tests. (KH)

A Compilation of the Instruments Used in the Sustaining Effects Study. Technical Report #9 from the Study of the Sustaining Effects of Compensatory Education on Basic Skills.

System Development Corp., Santa Monica, Calif.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C. Office of Evaluation and Dissemination.

PUB DATE- Apr 79

NOTE- 234p.; For SES Report #9, see ED 256 837; for related documents, see ED 146 182-183, ED 155 300, ED 163 128-129, and ED 213 783-785.

GRANT- OE-300-75-0332

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - General (130) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Characteristics; *Compensatory Education; Elementary Secondary Education; *Institutional Characteristics; Measures (Individuals); Questionnaires; School Districts; *Student Characteristics; *Teacher Characteristics

IDENTIFIERS- *Sustaining Effects Study

This volume is an addendum to Sustaining Effects Study (SES) Report #9 and contains all of the non-copyright controlled instruments developed for or employed in the various sub-studies which form the SES project. Student level instruments included are (1) change of status report; (2) household information questionnaire; (3) practical achievement scale; (4) reading and mathematics compensatory education roster; (5-6) student effective measures (primary and intermediate versions); (7) student background checklist; (8-9) student participation and attendance records (reading and mathematics); (10-11) student/teacher linkage rosters (regular and summer); (12) summer activity slipsheet; and (13) summer compensatory education and attendance record. Program level instruments provided include four teacher questionnaires: (1) teacher and school information; (2) reading program characteristics; (3) mathematics characteristics; and (4) an abridged, summer version. School level instruments provided are (1) coordinator's log; (2) cost data interview guide; (3-5) three sections of the principal questionnaire (principal information, school characteristics, and an abridged, summer version; (6-7) regular and summer school principal interview protocols; (8) summer school cost and technical feasibility survey; and (9) a school information questionnaire for principals. Finally, district level instruments include (1) a district and school information questionnaire for superintendents; (2-3) two sections of a district characteristics questionnaire (regarding district organization and Title I programs); and (4) district expenditure information questionnaire. (GC)

ED 264 341 UD 024 610

Chilton, W. E., III
Desegregation/Integration and the Media: Fallout from the Brown Decision in West Virginia.

PUB DATE- 84
NOTE- 9p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Blacks; Civil Rights; Higher Education; Racial Attitudes; *Racial Bias; Racial Integration; *Racial Relations; *School Desegregation
IDENTIFIERS- *Brown v Board of Education; *West Virginia

This paper provides an anecdotal account of racial relations and integration efforts in West Virginia before and after the Brown decision, from the perspective of the publisher of the "Charleston Gazette." The struggle for racial equality in West Virginia has been filled with contradictions. The first legal action taken in West Virginia against a board of education occurred in 1926 to permit Blacks to use the facilities of Charleston's public library. Blacks began attending West Virginia University extension classes in the mid-1920s, and graduate and professional schools of the university were opened in 1938 following a Supreme Court decision. For a decade prior to the Brown case, conferences sponsored by the State Department of Education were integrated in all activities, and in some counties Black and White teachers' meetings were integrated, as were some county secondary principals' meetings. Immediately following the Brown decision, all curricula and facilities at State colleges were opened without racial restriction. In the first year after Brown, all White State schools except one enrolled a few Blacks and the State's two Black schools enrolled Whites. Integration did not occur as quickly in the State as it should have, it is said, but the West Virginia record compares favorably with what happened elsewhere. While school integration continued many institutions and facilities such as restaurants and hotels remained segregated. Across the State, the media's reaction to the Brown decision was accepting. (KH)

ED 264 355 UD 024 631

Hendricks, Leo E.

An Analysis of Two Select Populations of Black Unmarried Adolescent Fathers. Volume I. Final Report.

Howard Univ., Washington, D.C. Mental Health Research and Development Center.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- Apr 81
NOTE- 137p.; For related documents, see UD 024 632-633.
GRANT- 1-R01-2555-07; 90CW637-01
AVAILABLE FROM- Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Blacks; *Early Parenthood; Family Relationship; *Fathers; Outreach Programs; Parent Counseling; Parenting Skills; Sexuality
IDENTIFIERS- Illinois (Chicago); Oklahoma (Tulsa)

This document is the final report for a study of Black, unmarried adolescent fathers designed to identify and describe quantitatively the difficulties they faced and their problem solving methods. The data were secured through a nonprobability sample of 20 Black, unwed adolescent fathers in Tulsa, Oklahoma, and 27 in Chicago, Illinois. Data were collected in personal interviews with the use of an interview schedule which is included at the end of the report. The major problems faced by the study population were found to relate to financial responsibility, parenting skills, completing their education, and getting along with the unwed mother and her parents. The young fathers most often sought help from their families with these problems, especially from their mothers. Based on the findings in the report, it is recommended that more parenting agencies for adolescents provide services for young, unmarried fathers. Also this group needs assertive outreach programs which should extend to their male friends and to the families of the young parents. (CG)

Whales of New England. Secondary Curriculum.
New England Aquarium, Boston, Mass.

PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- New England Aquarium, Central Wharf, Boston, MA 02110 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; Experiential Learning; Field Instruction; *Field Trips; *Marine Biology; *Outdoor Activities; *Science Activities; Science Education; Secondary Education; *Secondary School Science; Wildlife
IDENTIFIERS- Aquariums; *Whales

Instructional materials and suggestions for conducting a whale watching field trip are contained in this curriculum packet for secondary science teachers. It is one unit in a series of curricular programs developed by the New England Aquarium Education Department. Activities and information are organized into three sections: (1) pre-trip activities (providing fact sheets on cetaceans, worksheets on specific whales, and a vocabulary list); (2) trip activities (including descriptions of cetacean behaviors and a data sheet for recording observations); and (3) post-trip activities (identifying project areas and suggesting enrichment experiences). Preparatory and follow-through instructional strategies are offered and a list of resources is also provided. (ML)

ED 264 165 SO 016 948

Hendrikson, Leslie
Library Censorship. ERIC Digest No. 23.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 4p.
CONTRACT- 400-83-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Freedom; *Censorship; Conservatism; Court Litigation; Elementary Secondary Education; Library Material Selection; Public Schools; *School Libraries
IDENTIFIERS- ERIC Digests; Fact Sheets

This ERIC Digest synthesizes current attitudes on library censorship in the public schools, as reflected in state statutes and federal court cases. Separate sections describe the rise of censorship, recent court cases and incidents related to library censorship, who the censors are, what is being censored, a framework for academic freedom in schools, and a distinction between selection and censorship. Following a discussion of the recent rise of censorship in the nation's classrooms and school libraries, a comparison of the views of proponents of academic freedom and the views of proponents of censorship is offered. Recent court cases and incidents related to library censorship are offered as examples of the recent challenges coming from the conservative side of the political spectrum by leaders such as Phyllis Schlafly, Jerry Falwell, and Mel and Norma Gabler. Examples of the most frequent targets of protests are followed by a framework which librarians and other decision makers may use to maintain the right of academic freedom. This framework holds that educators may use methods, symbols, or materials (1) relevant to the subject matter being taught, (2) not in violation of valid laws, (3) compatible with current standards of decency, (4) reasonable for students' level of maturity, (5) intended for a legitimate educational purpose, and (6) unlikely to result in substantial disruption of school activities. A distinction between selection and censorship is made and the importance of sustaining a commitment to the concept of academic freedom is emphasized. (LH)

ED 264 210 SP 026 822

Pelland, Raymonde; Huling-Austin, Leslie
Installing New Reading Programs: A Business Education Application of Stages of Concern to Mediate Staff Development Efforts.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); *Inservice Teacher Education; *Needs Assessment; *Program Development; Staff Development; Teacher Participation
IDENTIFIERS- *Concerns Based Adoption Model; *Stages of Concern about the Innovation

As one means of serving their clients, Ginn and Co. made a commitment in the early 1980's to provide inservice workshops for teachers that more closely related to customer needs. The vehicle for assessing these needs and ultimately designing appropriate inservice activities is Stages of Concern about the Innovation (SoC), one of the diagnostic dimensions of the Concerns-Based Adoption Model (CBAM). The CBAM was developed by researchers at the Research and Development Center for Teacher Education at the University of Texas at Austin from extensive study of the educational change process. Diagnosing teacher needs and providing relevant staff development activities is a major goal of the CBAM research. This paper provides an account of the efforts of Ginn and Co., in collaboration with the Texas R&D Center, to improve their means of facilitating teachers' use of Ginn reading programs through concerns-based inservice. The use of CBAM, and especially Stages of Concern, proved an important breakthrough to understanding the nature of teachers' needs and problems related to the use of new programs as well as ways to address these needs. (Author)

ED 264 226 SP 026 935

Ratzlaff, Harold C.; Grimmett, Peter P.

Role Expectations for the Three Positions in the Student Teaching Triad.

PUB DATE- 4 Apr 85
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cooperating Teachers; Foreign Countries; Higher Education; Preservice Teacher Education; Role Conflict; *Role Perception; Socialization; *Student Teachers; *Student Teacher Supervisors; Teacher Behavior
IDENTIFIERS- British Columbia

The lack of clear consensus among cooperating teachers and university advisors about expectations for the student teacher role ties in closely with the confusion that currently exists about the respective supervisory roles. Student teaching continues in many programs to be structured around the traditional triad which has been characterized as lacking clear agreement about the roles played by each member. This paper reports a Canadian replication of American (1964-1971) research seeking to clarify role expectations for the student teaching triad. Subjects were classroom teachers, students enrolled in a teacher training program at the University of British Columbia, and the university faculty who act as field advisors. Results of the study revealed that while the advisors in the American study felt that cooperating teachers should not inform student teachers of the aims and objectives of teaching in the district, the Canadian advisors strongly endorsed the expectation that cooperating teachers initiate student teachers into the ethos and context of the district in which the practice teaching takes place. These different responses appear to reflect the general intellectual, moral, and cultural climate of the times rather than differences between American and Canadian cultures. The implications for teaching and teacher education of those tendencies to move from a more liberal and critial-reflective university-based program to a field-based, practitioner supervised, on-the-job training as the preferred form of teacher socialization are pointed out. (JD)

ED 264 151 SO 016 882

A Fine Arts Survey. Bulletin 1737.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 84
NOTE- 444p.
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aesthetic Education; *Art Education; Concerts; Course Content; Creative Art; Curriculum Guides; Dance; *Dance Education; *Drama; Educational Objectives; High Schools; Instructional Materials; Language; Learning Activities; Mass Media; Music; Music Activities; *Music Education; Symbolism; *Visual Arts

The objective of the fine arts survey course outlined in this guide is to give high school students an introduction to understanding the four arts (visual arts, music, dance, and drama), their relationships, and how they each touch our daily lives. The guide begins with an introduction that contains a survey test, discusses the course rationale, and lists instructional materials. The course is comprised of 10 units: I-The Arts in Our Lives; II-Language, Media, and Materials of the Visual Arts; III-Symbols and Images of Graphic Art; IV-Achieving Literacy in the Visual Arts; V-Art as Environment; VI-Discovering and Creating; VII-Materials of Music; VIII-Form in Music; IX-Roots of American Popular Music; and X-Standard Concert Repertory. Information provided for the units includes focus, expected outcomes, background readings for teachers on the unit content, discussion/reaction topics, learning activities, words to recognize, teaching strategies, references and sample test questions. Throughout the course, students are involved in class discussions, are encouraged to actively participate in the creative process, and are assisted in developing their aesthetic sensitivity. (RM)

ED 264 300 TM 860 007

Smith, Alan D.
Two- and Four-Year College Student Attrition Research to the 1980's: A Review.
PUB DATE- 81
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Persistence; *Attrition (Research Studies); *College Students; Demography; Dropout Rate; Dropouts; Higher Education; Literature Reviews; Predictor Variables; Socioeconomic Influences; Socioeconomic Status; *Student Attrition; *Two Year College Students; Withdrawal (Education)

Basic background information on college student attrition research studies is provided. This paper is divided into nine components that were prominent in the existing literature: (1) higher education and the concern for attrition; (2) factors involved in college student attrition; (3) demographic factors involved in college student attrition; (4) financial factors; (5) socio-economic status; (6) academic achievement; (7) stated reasons for withdrawal; (8) institution type and persistence--the four-year versus the two-year college; and (9) dropout theory. The attrition rate has traditionally been higher for the two-year college. Financial factors are generally conceived to be important in persistence. The majority of both dropouts and persisters are from the middle socio-economic level, while increased persistence has been associated with higher socio-economic status. High school grade point and rank still appear to be the best predictor of college grades, but the relationship to persistence is unclear. Although academic, health, family, and general dissatisfaction reasons were common, most items were highly varied and dependent on the specific institutional setting. (PN)

Sullivan, Timothy J.
Educational Technologies: A Unified and Fluid Approach.
PUB DATE- Jul 85
NOTE- 7p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Course Content; *Educational Technology; Higher Education; Holistic Approach; Instructional Materials; *Preservice Teacher Education; *Teacher Education Programs

The faculty of the University of Central Florida, College of Education, provides a holistic approach to the education of teacher candidates relative to educational technologies. A required course for all education majors integrates all forms of educational media, including microprocessors, into a body of instruction and skill development. The course informs students on how to select from, and correctly use, current technologies in an educational setting. No computer programming is taught, though there is a special emphasis on software evaluation and word processing. Students develop technologies in relationship to classroom instruction and student learning; including interactive videodisks, input and storage devices. The course is designed to evolve with emerging educational technologies, eliminating the need to design new courses of instruction or components of instruction (within courses) specific to each new emerging technology. This paper presents some facets of the course, its functioning, and its objectives. It also provides information sufficient for participants to use in discussing or developing similar courses in other settings. (JD)

ED 264 243 TM 850 246

Wasman, Marcy
Evaluation of the College Assistance Program.
Dade County Public Schools, Miami, FL. Office of Educational Accountability.
PUB DATE- Oct 84
NOTE- 48p.; For related documents, see TM 850 245 and ED 263 169.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Ancillary School Services; College Bound Students; College Entrance Examinations; Data Collection; *Educational Counseling; Fund Raising; Guidance Personnel; *Guidance Programs; Higher Education; Postsecondary Education; *Program Evaluation; *Pupil Personnel Services; Questionnaires; Scholarship Funds; School Surveys; Secondary Education; *Student Financial Aid
IDENTIFIERS- *Dade County Public Schools FL

The College Assistance Program (CAP) in the Dade County (Florida) Public Schools was established in 1977 to encourage and assist the efforts of high school seniors to pursue post-secondary education. This evaluation of CAP was designed to examine the extent to which the program was meeting its goals and providing a worthwhile service. The evaluation was conducted by means of: (1) survey instruments distributed to administrators and guidance personnel, (2) interviews with administrators, guidance personnel, and students, (3) data collected by the Office of Student Support Programs, and (4) data supplied by the College Admissions Services Office. The overall perceptions of administrators and guidance personnel about CAP were positive. Data from students who graduated from 1976 through 1980 showed a slight increase in percentage stating they received adequate information regarding college admissions, with a larger increase occuring after CAP's inception. There was a widely perceived need by administrators and guidance personnel to have CAP advisors available in most schools on a full-time, five days a week basis, and to have advisors spend more time with students in lower grades. CAP, Inc., has increased the amount of funds it had available for scholarships since the early days of the program. Appendices contain the College Assistance Program Survey and the Student Interview questionnaire. (LMO)

ED 264 258 TM 850 725

Hunt, Earl

Science, Technology, and Intelligence, Technical Report 9.

Washington Univ., Seattle. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 15 Aug 85
NOTE- 83p.; Paper presented at the Annual Meeting of the Buros Institute (Lincoln, NE, April, 1985). Small print is used throughout document.
CONTRACT- N00014-84-K-5553
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; Cognitive Tests; Individual Differences; *Intelligence; Intelligence Differences; *Intelligence Tests; Measurement Objectives; Predictive Validity; Psychology; *Psychometrics; Scientific Methodology; *Testing Problems; *Test Theory; Test Use; Test Validity
IDENTIFIERS- Paper and Pencil Tests

The scientific concept of intelligence has been heavily influenced by the technology of measurement. The variables which can be measured have been made the operational definition of intelligence. This approach differs from a deductive approach, in which a theory of cognition in general is used to derive the sorts of measurements that must be taken to describe an individual's cognitive competence. The cognitive science approach to cognition in general can be used as a base theory. This theory generates requirements for individual intelligence measurements which differ from tests used to predict performance in some (perhaps ill-defined) criterion situation. The use of theory-defined measures of individual mental competence is different from the use of measures that are justified in terms of their predictive validity. (Author/GDC)

ED 264 272 TM 850 758

Embretson, Susan Whitely
Component Latent Trait Models for Test Design.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 82
NOTE- 24p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aptitude Tests; Difficulty Level; Estimation (Mathematics); Hypothesis Testing; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; *Measurement Techniques; Performance; *Test Construction; Test Items
IDENTIFIERS- *Item Parameters

Latent trait models are presented that can be used for test design in the context of a theory about the variables that underlie task performance. Examples of methods for decomposing and testing hypotheses about the theoretical variables in task performance are given. The methods can be used to determine the processing components that are involved in item performance. Three component latent trait models for underlying theoretical variables are described along with their maximum likelihood estimators. The item parameters can be used for item banking according to the influence of the underlying processing variables on item difficulty. Such estimators permit the test developer to choose items that represent specified information processing demands for the examinee. In this manner, what is measured by an aptitude test can be explicitly designed by specifying difficulty levels in the underlying processing components. The need for meta component latent trait models was also considered. It was shown that both items and persons vary on metacomponent parameters and that these parameters are important for the predictive validity of an aptitude test. The main conclusion to be drawn from these studies is that metacomponent latent trait models are needed to estimate more fully the processing abilities that underlie aptitude. (PN)

ED 264 286 TM 850 773

Mangino, Evangelina; And Others
Student Achievement, 1984-1985.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-84-58
PUB DATE- 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Black Students; College Entrance Examinations; Elementary Secondary Education; Hispanic Americans; Minority Group Children; Norm Referenced Tests; Pretests Posttests; School Districts; *Scores; State Programs; Student Characteristics; *Testing Programs; *Test Norms; Test Results; Trend Analysis
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; National Merit Scholarship Qualifying Test; Scholastic Aptitude Test; Texas; Texas Assessment of Basic Skills

Results are summarized for the Austin, Texas, Independent School District (AISD) achievement testing program during the 1984-85 year. The data are presented to compare AISD results to national and urban averages. The performance of AISD students on other tests is presented, as well as two-year and six-year trends. Both percentile and grade equivalent scores are provided for Black, Hispanic, Other, and Total student groups. Major findings include: (1) AISD students consistently achieved above the national average in grades 1-12 in all areas--language, reading, written expression, using information sources, mathematics, science, social studies, and work and study skills; (2) achievement trends are upward at all grade levels for the last two years; (3) minority student achievement increased at a greater rate than nonminorities; (4) AISD students achieved higher than two-thirds to three-fourths of the national urban average; and (5) kindergarten students progressed over nine months in language skills during a seven-month period. Further needs are identified concerning seventh and eighth grade achievement and elementary school mathematics. (GDC)

ED 264 315 UD 024 533

Johnson, Audreye E., Ed.
The Black Experience: Social, Cultural and Economic Considerations. Proceedings of a Workshop on the Black Experience. (1st, Chapel Hill, North Carolina, March 14, 1980).
North Carolina Univ., Chapel Hill. School of Social Work.
PUB DATE- 81
NOTE- 186p.
AVAILABLE FROM- School of Social Work, University of North Carolina at Chapel Hill, 223 E. Franklin St., Chapel Hill, NC 27514 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Black Culture; Black Education; *Black Family; *Blacks; Child Rearing; Family Structure; Health Needs; Intelligence Tests; *Intercultural Communication; Language Usage; *Political Influences; *Public Policy; Racial Relations; *Social Workers

This publication consists of the proceedings of a workshop on the social, cultural, and economic experiences of Blacks. The workshops' goals were to intensify the interest of social workers in the Black experience; to examine the values which have an impact on services to Black people; to increase the knowledge of social workers about Blacks; and to explore various dimensions of Black family life. Nine papers are presented: 1) The Role of Language (Communication) in Black-White Relations (Stanley H. Smith); 2) The Dynamics of Public Policy: Pacification and the Maintenance of Black Enclaves in America (LaVerne McCummings); 3) Child Rearing in the Black Community: Social, Cultural and Economic Considerations (Lou M. Beasley); 4)The Afro-American Experience: Another Conceptual Perspective for Professional Practice (Edyth L. Ross); 5) The Black Experience in Education: The Case of Testing (Howard F. Taylor); 6) Black Families in the 1970's (Robert B. Hill); 7) The Black Experience in Politics (Howard N. Lee); 8) Black Family Life and Life Styles (Harriet Peat Trader); and 9) The Health Status of Black Americans (Lawrence E. Gary). Footnotes and bibliographies are included. (CG)

ED 264 329 UD 024 594

The Job Training Partnership Act: An Analysis of Support Cost Limits and Participant Characteristics.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO-HRD-86-16

PUB DATE- 6 Nov 85

NOTE- 71p.

AVAILABLE FROM- U.S. General Accounting Office, Document Handling and Information Services Facility, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies free of charge, additional copies $3.25 each).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Employment Programs; Federal Programs; *Job Training; *Participant Characteristics; *Program Costs; Program Implementation; Resource Allocation; *Work Experience Programs

IDENTIFIERS- *Comprehensive Employment and Training Act; *Job Training Partnership Act 1982

This publication reports on a recent study that compared the new Job Training Partnership Act (JTPA) with its predecessor, the Comprehensive Employment and Training Act (CETA). The study was conducted to determine how the JTPA limit on money for program administration affected the type of individual served and the training provided in the transition year 1984. It was found that the current training act served a better-educated clientele--more high school graduates and students and fewer dropouts--than CETA participants. Participants in JTPA generally received less financial support and were more likely to be enrolled in on-the-job training. The number of participants enrolled in work experience programs decreased. While the factors that caused these changes are unclear, the limitation on participant support costs under JTPA does not appear to be a factor. Service delivery areas generally received the waivers on cost limitations that they requested, but few requested such waivers. Thus, any changes that occurred may have been due more to program implementation activities than to the legislatively imposed limitation. (GC)

ED 264 123 SE 046 285

Fish: Form and Function. Secondary Curriculum.

New England Aquarium, Boston, Mass.

PUB DATE- 85
NOTE- 36p.
AVAILABLE FROM- New England Aquarium, Central Wharf, Boston, MA 02110 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; Animals; Experiential Learning; Field Instruction; *Field Trips; *Ichthyology; *Marine Biology; *Science Activities; Science Education; Science Teaching Centers; Secondary Education; *Secondary School Science
IDENTIFIERS- *Aquariums; *Fishes

The New England Aquarium Education Department offers a series of curriculum units and field trip guides for teachers of all grade levels on aquatic biology and ecology topics. Fish characteristics and behaviors are explained in this packet for secondary science teachers. Pre-trip materials include factsheets and worksheets on fish: (1) characteristics; (2) general anatomy; (3) senses; (4) coloration patterns; (5) shapes; (6) survival behaviors; and (7) external and internal anatomy. Forms for recording observations on fish behaviors and characteristics during an excursion are provided. Suggestions for post-trip activities are also given. This particular guide contains a floor plan of the New England Aquarium, a listing of aquatically oriented curriculum packets, and an explanation of the facility's teacher resources. (ML)

ED 264 137 SE 046 302

Science, Technology, and Society. Block J. Science Syllabus for Middle and Junior High Schools.

New York State Education Dept., Albany.

PUB DATE- 85

NOTE- 88p.; For Block G (Energy and Motion) see ED 262 960; for Block F (Astronomy and Aerospace Science) see ED 262 458.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Course Descriptions; *Elementary School Science; Intermediate Grades; Junior High Schools; *Science Activities; Science Education; Science Experiments; *Secondary School Science; Technological Advancement; *Technological Literacy; *Technology

IDENTIFIERS- New York; *Science and Society

Listed in this syllabus are concepts and understandings in four areas dealing with science, technology and society: (1) relationship of science and technology; (2) the nature of technology; (3) the interaction of science, technology, and society; and (4) making decisions about technology. Included with these concepts and understandings are questions for students to answer, and when applicable, a code to an activity presented in an appendix. Program objectives and performance criteria are provided for each of the areas, as is a list of 23 science processes keyed to the activities. Four appendices are included. Appendix A contains the activities (cross-referenced in the concept/understanding outline). All of the 56 activities (designed to assist students in attaining the program objectives) include a list of materials needed, procedures, and discussion of results. Appendix B contains two readings. Appendix C contains excerpts from a National Science Teachers Association position statement "Science-Technology-Society: Science Education for the 1980s." Appendix D provides information about problems and problem-solving processes. (JN)

ED 264 180   SP 026 579

Fair, Martha H.; And Others
Physical Education: Implementing Sex Equity Using Title IX. Trainer Manual.
Colorado State Dept. of Education, Denver.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Aug 79
NOTE- 192p.; Adapted/adopted from the materials prepared for the Council of Chief State School Officers' Title IX Equity Workshop Project by Shirley McCune and Martha Matthews at the Resource Center on Sex Roles in Education, Washington, DC. For related documents, see SP 026 573, SP 026 575, and SP 026 578.
CONTRACT- 300-76-0456
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Change Strategies; Educational Legislation; Elementary Secondary Education; *Equal Education; *Physical Education; *Program Development; *Sex Fairness; *Workshops
IDENTIFIERS- *Title IX Education Amendments 1972

This trainer manual is for use by facilitators conducting workshops on implementing sex equity in physical education programs. Workshops are provided for administrators, instructional personnel, physical activities personnel, and community group members. Outlines for each session give information on the activity agenda, the purpose of the activity, materials needed, and facilitator preparation required. Session outlines are presented for workshops on: (1) assessing Title IX implementation in physical education programs; (2) the law and its implications; (3) assessing physical activity program objectives; (4) developing a perspective for change; (5) images of sex-integrated programs; (6) alternatives for change: elementary school; (7) alternatives for change: secondary school; (8) action planning for sex equity; and (9) evaluation and summary. (JD)

ED 264 211 SP 026 823

Cramond, Bonnie; Martin, Charles E.
Inservice and Preservice Teachers' Attitudes Toward the Academically Brilliant.
PUB DATE- 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academically Gifted; Athletics; Higher Education; Peer Influence; Personality Traits; Social Attitudes; *Student Attitudes; *Student Characteristics; *Teacher Attitudes

Attitudes toward the academically gifted were examined in 83 experienced teachers and 100 juniors and seniors enrolled in a teacher education program. Using a questionnaire developed by Tannenbaum (1962), the characteristics of athleticism, diligence, and academic brilliance were examined as they affected perceptions of hypothetical high school students. Attitude correlates were defined as scholastic achievement, sex, and previous teaching experience of the rater. Results indicated that experienced teachers and future teachers, like high school students in Tannenbaum's study, viewed athleticism as the critical determinant of a person's likability. A copy of the questionnaire is appended. (Author/JD)

ED 264 227 SP 026 937

Gee, Elsie W.; And Others

Synthesis of Research on Instructional Effectiveness in Elementary Schools. Applying Research to Teacher Education: Research Utilization in Elementary Teacher Education Project.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 83
NOTE- 28p.; For related documents, see ED 240 073 and ED 242 664.
CONTRACT- 400-83-003
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; Elementary Education; Grouping (Instructional Purposes); Preservice Teacher Education; *Research Utilization; *Teacher Behavior; *Teacher Effectiveness; *Time on Task
IDENTIFIERS- RUETE Study

This report contains the synthesis of Research on Instructional Effectiveness in Elementary Schools (RUETE). The emphasis of the research fellows was on large scale, classroom-based studies related to student achievement. Current research in the areas of active teaching behaviors, activity and task stuctures, and academic learning time is discussed. A detailed description is provided of the design of the two phases of the RUETE study. Following a brief overview of research on teaching behaviors, key elements of research on activity structure in the classroom are described. These include: (1) content of instruction; (2) group size and composition; (3) division of labor; (4) student control; (5) student evaluation; and (6) student advancement. A discussion is also presented of research findings on academic learning time. References to the synthesized research studies are provided. (JD)

ED 264 342 UD 024 611

Higginbotham, A. Leon

The Roots of Separate and Unequal: The Virginia and West Virginia Heritage--17th to 20th Century.

PUB DATE- 84

NOTE- 19p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)

DESCRIPTORS- Blacks; Civil Rights; Desegregation Litigation; Educational Opportunities; *Racial Bias; *Racial Relations; School Desegregation; *Slavery; *United States History

IDENTIFIERS- *Brown v Board of Education; West Virginia; White Supremacy

Analyses of the Brown decision often overstate its importance. For centuries before it was handed down, white Americans regarded blacks as inferior. During the time of slavery, white men (including those of apparent stature, such as Jefferson and Lincoln) felt that for some reason society could do to black people that which it could not do to any other major group. This cruel rationale lay behind the exalted Emancipation Proclamation (which, contrary to popular belief, permitted slavery to continue in some regions in West Virginia), and was furthered by the "separate but equal" doctrine of Plessy v. Ferguson. Historically, white Americans have valued advanced learning, and yet they once made it a crime for a black person to read and write. Racial integration, as promoted by the Brown decision, cannot be a panacea for America's problems. Integration must be accompanied by respect for pluralism, for ethnic and racial diversity, and for the de-escalation of hatred and racial polarization. Above all, integrated education must be quality education. It must be adequately funded and must lead to real jobs. (KH)

ED 264 356 UD 024 632

Hendricks, Leo E.

A Comparative Analysis of Three Select Populations of Black Unmarried Adolescent Fathers. Volume II. Final Report.

Howard Univ., Washington, D.C. Mental Health Research and Development Center.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

PUB DATE- Aug 82

NOTE- 206p.; For related documents, see UD 024 631 and UD 024 633.

GRANT- 1-R01-2555-07; 90CW637-01

AVAILABLE FROM- Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adolescents; *Blacks; *Early Parenthood; Family Relationship; *Fathers; Outreach Programs; Parenting Skills; *Sexuality

IDENTIFIERS- Illinois (Chicago); Ohio (Columbus); Oklahoma (Tulsa)

This document is the final report of a study of Black, unmarried adolescent fathers designed to identify and describe quantitatively the difficulties they faced and their problem solving methods. The data were secured through a nonprobability sample of 20 Black, unwed fathers in Tulsa, Oklahoma, 27 fathers in Chicago, Illinois, and 48 fathers and 50 non-fathers in Columbus, Ohio. The major problems faced by the study population were found to relate to financial responsibility, parenting skills, completing their education, and getting along with the unwed mother and her parents. The young fathers most often sought help from their families with these problems, especially from their mothers. Based on the findings in the report, it is recommended that more parenting agencies for adolescents provide services for young, unmarried fathers. These males need assertive outreach programs, which should also extend to their male friends and to the families of the young parents. (CG)

ED 264 152 SO 016 889

Thomas, Paul F.
Japan in the Provincial Educational Curricula of Canada.
Victoria Univ. (British Columbia).
PUB DATE- 85
NOTE- 50p.; For related documents, see SO 016 890-891.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Asian Studies; Comparative Education; Course Content; *Curriculum Design; *Curriculum Development; Curriculum Research; Educational Research; Elementary Secondary Education; Foreign Countries; *Social Studies
IDENTIFIERS- *Canada; *Japan

This paper presents findings of a study conducted to identify where and how Japan is taught in the Canadian social studies curriculum. Social studies guidelines were obtained from the various provincial ministries of education in Canada and carefully scrutinized for treatment of Japan in the social studies. Findings are presented through a series of seven tables with brief annotations. The foci of the tables are as follows: specific indication of Japan studies in Canadian social studies, areas of possible integration of Japanese content within the Canadian curriculum, proportion of existing courses devoted to treatment of Japan, titles of Japan-related courses, available resources for teaching about Japan, and a survey of Japan content by topic, grade, and province. A summary of findings indicates that treatment of Japan in the Canadian social studies curriculum varies substantially by province. In some provinces, study of Japan is mandated in junior high school world studies or high school world history on global issues courses. In other provinces, Japan is treated in elementary units on neighborhoods. In at least one province, study of Japan is not required at any level. Recommendations for where Japanese studies could be infused are provided. (LP)

ED 264 166 SO 016 949

Remy, Richard C.; Woyach, Robert B.
Strengthening High School World Studies Courses. ERIC Digest No. 24.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 4p.; For a related document, see ED 256 641.
CONTRACT- 400-83-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Educational Improvement; Educational Needs; Educational Objectives; *Global Approach; High Schools; Social Studies; *World History
IDENTIFIERS- ERIC Digests; Fact Sheets

This ERIC Digest reports on the findings of a 1984 Wingspread Conference on Strengthening High School World Studies Courses. The digest considers key challenges that the course poses for educators, the goals of the conference, long-term efforts that have been initiated, activities recommended by conference participants that would provide practical help to local schools, and current efforts to implement conference recommendations. Challenges facing educational leaders as they attempt to strengthen their world studies courses include the fact that there is no universal approach for teaching "world studies," that there is no mechanism for educational leaders to identify and assess successful practices, and that there is a critical need to help teachers and administrators enhance their capacity to teach world studies. Conference goals are then outlined, followed by four activities recommended as a way of providing practical help to local schools: (1) the development of a handbook outlining and analyzing alternative conceptual approaches to high school world studies courses, (2) the collection and dissemination of syllabi and other appropriate descriptions of world studies courses being taught in high schools across the nation, (3) the development of model resources for developing a global relations course, and (4) the strengthening of preservice and inservice programs by focusing on leadership and teacher preparation. A description of two projects resulting from these recommendations is followed by a list of nine related resources. (LH)

ED 264 196 SP 026 756

Gardner, William E.
American Education: Implications from the Information Age.

PUB DATE- Jul 85
NOTE- 13p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Distance Education; *Educational Change; *Futures (of Society); Global Approach; Intercultural Communication; Lifelong Learning; Telecommunications

This paper considers the needs of future educational systems in an age of information. Characteristics of such systems are described and analyzed. An information age educational system would stress the big picture, be experimental, emphasize skills and tools of thought and action and extend throughout life. It would have alternative delivery systems utilizing cable, microwave, satellites, and low power TV. It would enhance school curricula in rural areas by using interaction video-telecommunications. It would develop distance learning systems involving in the same class or the same course such diverse groups as high school students, factory workers, prison inmates, and the general public. Any and all information technologies would be used as creatively as possible to change the way people teach and learn. (JC)

ED 264 301 TM 860 009

Glaser, Robert

Thoughts on Expertise.

Pittsburgh Univ., Pa. Learning Research and Development Center.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- LRDC-TR-8
PUB DATE- 1 May 85
NOTE- 36p.; A version of a talk given at the Social Science Research Council conference on "The Study of Expertise as a Model for Life-Span Cognitive Development."
CONTRACT- N00014-71-C-0375; N00014-79-C-0215
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Tests; Artificial Intelligence; *Cognitive Development; Cognitive Processes; Cognitive Restructuring; Cognitive Structures; *Heuristics; *Metacognition; *Problem Solving; Schemata (Cognition)
IDENTIFIERS- *Expertise

This paper briefly reviews research on tasks in knowledge-rich domains including developmental studies, work in artificial intelligence, studies of expert/novice problem solving, and information processing analysis of aptitude test tasks that have provided increased understanding of the nature of expertise. Particularly evident is the finding that expertise is acquired when people continually try to confront new situations in terms of what they know. Increasing ability to solve problems and generate new information is fostered by available knowledge that can be modified and restructured. Initial knowledge structures, when they are interrogated, instantiated, or falsified by novices in the course of learning and experience lead to organizations of knowledge that are the basis for the more complete schemata of experts. Acquiring expertise is seen as the successive development of procedurally oriented knowledge structures that facilitate the processes of expertise. A set of propositions is listed that summarizes conclusions from research as well as broader inferences and speculations. (PN)

ED 264 124   SE 046 286

Life on Rocky Shores. Grades K-6.
New England Aquarium, Boston, Mass.
PUB DATE- 85
NOTE- 30p.
AVAILABLE FROM- New England Aquarium, Central Wharf, Boston, MA 02110 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; Ecology; Elementary Education; *Elementary School Science; *Experiential Learning; *Field Trips; *Marine Biology; *Science Activities; Science Education; Science Teaching Centers
IDENTIFIERS- *Aquariums; *Tidal Pools

Activities in the ecology of New England's tidepools are provided in this field trip guide for elementary school teachers. Resources, curriculum materials, and services are identified that are available through the New England Aquarium's Department of Education. This packet contains: (1) pre-trip activities (offering a vocabulary list, illustrations, and coloring sheets of tidepool animals and seaweeds); (2) trip activities (including trip guidelines, a floor plan of the aquarium, and a lab exercise on animal behavior); and (3) post-trip activities (suggesting projects and activity options for home and classroom use). Resource publications for students and teachers are also provided. (ML)

ED 264 212 SP 026 833

Good, Thomas L.; Brophy, Jere E.

School Effects. Occasional Paper No. 77.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 85
NOTE- 109p.; Table I may not reproduce clearly.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Educational Environment; Educational Objectives; Elementary Secondary Education; Improvement Programs; *Research Needs; *School Effectiveness

This paper reviews the literature on school effects and school improvement. The literature reveals that some schools are much more effective than others at optimizing achievement and other student outcomes, and that schools judged successful by these criteria tend to have in common certain leadership, goal commitment, and school atmosphere factors that can form a basis for school improvement efforts, at least in urban schools. However, the available data base is very limited, suggesting the need for more extensive data on more aspects of schooling collected on a greater variety of schools, and the need for caution to avoid developing overly rigid or generalized prescriptions from the data that do exist. (Author)

ED 264 244 TM 850 345

Hays, Ron
The Attitude Toward Public Drinking Involvement Scale.
PUB DATE- 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Correlation; *Drinking; Higher Education; Hypothesis Testing; *Item Analysis; *Psychometrics; *Questionnaires; Scoring; Student Attitudes; *Test Validity; Values

This study describes preliminary work on the development of a scale to assess attitude toward public drinking involvement. A sample of 46 students at a west-coast university participated in the study. Respondents completed a questionnaire containing a measure of Attitude Toward Public Drinking Involvement Scale (ATPDIS) and various validity variables. It was hypothesized that individuals possessing a more negative attitude toward drinking involvement would hold more conservative beliefs about alcohol use in general, be less involved in alcohol use, and place a higher value on health. The correlations between the ATPDIS and these validity items were examined to evaluate convergent validity. The relationship between the ATPDIS and each validity item is presented in Table 2. The ATPDIS was found to have adequate internal consistency reliability and exhibit convergent validity in a sample of college students. (LMO)

ED 264 259 TM 850 741

Norris, Stephen P.
Studies of Thinking Processes and the Construct Validation of Critical Thinking Tests. Studies in Critical Thinking Research Report No. 2.
Memorial Univ., St. John's (Newfoundland). Inst. for Educational Research and Development.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 85
NOTE- 48p.; An earlier draft was presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
GRANT- 410-83-0697
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; *Cognitive Processes; *Cognitive Tests; *Critical Thinking; Data Analysis; Foreign Countries; High Schools; Interviews; Item Analysis; Research Methodology; *Response Style (Tests); Speech Communication; Test Interpretation; *Test Validity; Test Wiseness
IDENTIFIERS- Canada; *Test on Appraising Observations (Morris and King)

The usefulness of studying thought processes in the construct validation of ability tests was examined using a sample consisting of 343 Canadian senior high school students. Four levels of probing were used by the interviewer to examine the students' thinking processes while taking the Test on Appraising Observations: (1) think aloud; (2) immediate recall--examinees were asked why they chose that answer; (3) criteria probe--examinees were asked whether a feature of a test item determined the answer; and, (4) principle probe--examinees were also asked whether answer choice was based on particular general principles. Two scores were derived: performance scores or number right, and thinking scores indicating the quality of thinking displayed. Analyses were concerned with three questions: (1) whether the verbal reports accurately portray the thinking that takes place; (2) whether thinking concurrent with reporting differs from thinking in testing situations in which reports are not elicited; and (3) whether thinking subsequent to reporting is different from thinking subsequent to non-reporting testing situations. Analyses of variance were conducted to determine the effects and interactions of interview group, interviewer, sex, and grade level. Seven types of verbal activity were noted during the interviews. (GDC)

ED 264 273   TM 850 759

Tatsuoka, Kikumi K.

A Latent Trait Model for Interpreting Misconceptions in Procedural Domains.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jul 82
NOTE- 19p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
CONTRACT- N00014-79-C-0752
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; Elementary Secondary Education; *Error Patterns; *Evaluation Methods; Graphs; *Latent Trait Theory; *Mathematical Models; *Measurement Techniques; Scoring; Statistical Analysis; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress; Response Patterns

This study introduced a probabilistic model utilizing item response theory (IRT) for dealing with a variety of misconceptions. The model can be used for evaluating the transition behavior of error types, advancement of learning stages, or the stability and persistence of particular misconceptions. Moreover, it apparently can be used for relating the functional behavior of errors to other criterion measures such as creativity, anxiety, and motivation. One of several personal indices based on IRT was used to formulate the "rule space," which is a geometric representation of erroneous rules of operation. ECI4, one of the indices, which is used primarily for detecting aberrant response patterns, appeared to be effective for separating clusters of response patterns from one another. A cluster of response patterns consists of the response pattern yielded by some rule and its "slips," due to partially consistent application of the rule. Using pattern classification to separate the clusters in the rule space accounts for variability of errors in the model. (PN)

ED 264 287 TM 850 774

Reder, Lynne M.
Beyond Associations: Strategic Components in Memory Retrieval.
Carnegie-Mellon Univ., Pittsburgh, Pa. Dept. of Psychology.
SPONS. AGENCY- National Science Foundation, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-TR-85-3
PUB DATE- 3 Oct 85
NOTE- 45p.; To appear in D. Gorfein & R. Hoffman (Eds.), Memory and Learning: The Ebbinghaus Centennial Conference, Hillsdale, N.J.: Lawrence Erlbaum Associates, 1986.
CONTRACT- N00014-84-K-0063
GRANT- BNS-03711
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Association (Psychology); *Cognitive Restructuring; Educational Research; *Learning; Learning Strategies; *Learning Theories; *Memory; Prior Learning; Recall (Psychology)
IDENTIFIERS- *Bartlett (F C); *Ebbinghaus (H)

There are two dominant approaches to understanding human memory, one in the tradition of Ebbinghaus, the other in the tradition of Bartlett. The former approach views learning as the formation of associations, while the latter views memory as the process of reconstruction of fragments based on prior knowledge. These positions are often considered antithetical: Ebbinghaus was concerned with "laws" of memory and tried to control for prior knowledge; Bartlett was concerned with how our world knowledge interacts with learning and memory. This paper argues that one can collect data that supports either position because people can adopt one of several memory strategies. Data are reviewed that illustrate that the same knowledge structure can produce dramatically different results, depending on the strategies that operate on that structure. A three-page bibliography and six figures are included. (Author)

ED 264 316 UD 024 536

Sullivan, Mercer L.

Teen Fathers in the Inner City: An Exploratory Ethnographic Study. A Report to the Ford Foundation Urban Poverty Program.

Vera Inst. of Justice, New York, N.Y.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Apr 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Rearing; Community Attitudes; *Early Parenthood; *Economically Disadvantaged; Family Relationship; Father Attitudes; *Fathers; Minority Groups; *Parent Role; Pregnancy; Sex Education; *Sexuality; Unemployment; Urban Youth
IDENTIFIERS- New York (New York)

Ethnographic interviews and observations were conducted with a group of teenage males from one inner-city neighborhood who were biological and/or social fathers, i.e., males who were fulfilling fathering roles toward the children of their girlfriends. Some of the respondents were not supporting their children, but most were contributing partial support, usually without the knowledge of institutional service providers. They were interviewed concerning the social development of their attitudes and behavior with regard to sexuality and parenting and how their development was influenced by their parents, peers, and neighbors as well as by schools, employers, social service agencies, and the criminal justice system. The interviewers paid particular attention to the role played by high rates of unemployment and underemployment within local communities and how these economic hardships shaped the households and families of these individuals. The findings of the study challenge pre-existing stereotypes of universally heedless, exploitative, and irresponsible behavior. While some of the respondents' behavior may be seen as exploitative and thrill-seeking, this did not preclude strong feelings of paternity. The young fathers, their peers who were non-supporting fathers, and other residents of their community all condemned the abandonment by fathers of their children. At the same time, all members of the community recognized the difficulty of obtaining jobs, particularly for those still in their teens. A remarkable diversity of arrangements for child care and financial support found within the sample suggests that economic and educational opportunities are as influential as moral character or ability in determining who in this community works, receives welfare, or takes care of children. Finally, these data suggest several ways in which current social policies affect patterns of fathering, ranging from sex education and school programs for parenting teens to child support requirements, welfare services, and employment training programs. (KH)

ED 264 330 UD 024 595

Refugee Resettlement Program. Report to the Congress.
Office of Refugee Resettlement (DHHS), Washington, D.C.
PUB DATE- 31 Jan 85
NOTE- 258p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adjustment (to Environment); Demography; Employment; *Federal Legislation; *Federal Programs; *Refugees; Relocation; Resource Allocation; State Federal Aid; State Programs; Voluntary Agencies
IDENTIFIERS- *Immigration Legislation; *Refugee Resettlement Program

This report covers activities carried out under provisions for federally funded refugee programs from October 1983 through September 1984. Part I lists the reporting requirements of Section 413(a) of the Immigration and Nationality Act, as amended by the Refugee Act of 1980, and identifies where each requirement is addressed in the report's text and appendices. Part II describes the domestic refugee settlement programs and discusses the following areas: (1) admissions quotas and the number of refugees admitted from various countries; (2) initial reception and replacement activities; (3) funds allocated for various activities such as State-administered programs, matching grant programs, refugee health, refugee education, national discretionary projects, program evaluation, and data and data system development; and (4) key Federal legislative activities. Part III details the characteristics of refugees resettled in the United States since 1975, and includes a profile of the refugees, their geographic location and patterns of movement, the current employment status of Southeast Asian refugees, and the number of refugees who adjusted their immigration status during FY 1984. Finally, Part IV discusses the plans of the Director of the Office of Refugee Resettlement to improve the refugee program in 1985. Appended are statistical tables, Federal agency reports, a list of State refugees coordinators, and a list of refugee health programs funded in various States by the Centers for Disease Control. (GC)

Clark, Kenneth
Educational Trends and U.S. Commitments Since the Brown Decision.
PUB DATE- 84
NOTE- 12p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; Desegregation Effects; Desegregation Litigation; *Educational Quality; Elementary Secondary Education; *Racial Attitudes; *Racial Integration; *Racial Relations; *School Desegregation; School Segregation
IDENTIFIERS- *Brown v Board of Education

The Supreme Court's landmark Brown decision changed the total pattern of race relations in the United States and helped to solidify the foundations of American democracy for the benefit of all Americans. Ironically, although the specific issue which resulted in the Brown decision was concerned with the constitutionality of racially segregated public schools, the beneficial consequences have been more pervasive and pronounced in aspects of society other than the field of public education. The effects of the Brown decision on education form an inconsistent pattern: segregated schools continue to exist, and seem to be proliferating, especially in the North; a biracial system of higher education persists in the South; and the most racially desegregated area of higher education is varsity athletics. It is clear that the pattern of resistance to any genuine compliance with the Brown decision is pervasive and formidable. As a whole, educators have defaulted in helping society to understand that the defense and maintenance of a segregated educational system is not only inimical to the imperatives of a functioning democracy, but also makes it difficult to attain the important goals of education. Racially imbalanced schools do not prepare children to cope effectively in a contemporary and future world. The Brown decision should be required reading in the training of all teachers. (KH)

ED 264 138 SE 046 303

Problem Solving Challenge for Mathematics. 1985 Junior High School Curriculum.

Alberta Dept. of Education, Edmonton.

PUB DATE- 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Junior High Schools; Mathematics Education; *Mathematics Instruction; *Problem Sets; *Problem Solving; *Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- *Alberta

This document is designed to assist teachers in helping students in further development of problem-solving skills. It consists of: a statement of purpose; an introduction (noting the place of problem-solving in junior high school mathematics curricula); a definition of problem-solving; a four-stage general framework for solving problems (which includes understanding the problem, developing a plan, carrying out the plan, and looking back); a list of strategies for each of the four stages; and ways to evaluate problem-solving. The major portion of the document consists of: (1) six sample problems which show how the strategies in the problem-solving model may be applied instructionally; (2) classroom problems, organized separately for grades 7, 8, and 9; (3) computer problems, which also use the steps in the four-stage model; and (4) challenge problems related to number systems, ratio and proportion, measurement, geometry, and algebra. Answers to the problems are provided. A bibliography and (in appendices) a framework for multiple-choice tests and methods for evaluating problem-solving performance are included. (JN)

ED 264 153 SO 016 890

Thomas, Paul F.
Social Studies in the Japanese Elementary School.
British Columbia Teacher's Federation, Vancouver.
PUB DATE- 85
NOTE- 10p.; Appended song lyrics may not reproduce clearly. For related documents, see SO 016 889-891.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; Community Relations; Comparative Education; Cultural Awareness; Curriculum Development; Economics Education; Elementary Education; Family Relationship; Foreign Countries; History; *Nationalism; *Social Studies; *Social Values; *Student Attitudes; Teaching Methods; *Values Education; Work Attitudes
IDENTIFIERS- *Japan

The most striking feature of the Japanese social studies curriculum at the elementary level is its role as the instructor of Japanese national values and attitudes. The social studies curriculum has gone through four major revisions since World War II. In the most recent revision, in the early 1980's, the focus has been on instituting new teaching strategies similar to those emphasized in American schools in the 1960's: experiential learning, individualized instruction, and pupil-centered approaches. The principal themes for elementary social studies in Japan are: community, family, work ethic, the interrelationship of society and nature, community cooperation, economic development, and national cultural and social heritage. (LP)

ED 264 181 SP 026 613

Bright, Larry K.; And Others
Technology in Preparing Teachers for an Information Age.
PUB DATE- Jul 85
NOTE- 42p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Sciences; Curriculum Development; *Educational Change; *Educational Technology; Higher Education; *Instructional Design; *Preservice Teacher Education; Videodisc Recordings

Teacher education can be effectively transformed to prepare educators for the information age. The characteristics of the information age require the application of organization development processes and interactive learning technologies which bring the best results of behavioral and engineering sciences to refocus teacher education structures and methods of instruction. Two applications of science have profound implications when applied together in a process for change. The first--Organization Development Process--has grown from four decades of human behavioral research on the improvement of the structure and leadership of organizational behavior to produce significant growth in interdependent goal behavior. The second--Interactive Videodisc Teaching--has resulted from engineering research which has achieved the capability to retain the human dimension in interactive videodisc software through linkage of the computer, video, audio, and instructional design. This paper reports the features of the change process, research results on formative change, and implications for American and international education. (Author/JD)

ED 264 228 SP 026 939

Southern Oregon Junior and Senior Brain Bowls. A Handbook.
Jackson County Education Service District, Medford, Oreg.
PUB DATE- 85
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academically Gifted; *Competition; *Educational Games; Secondary Education

A description is given of the Junior High "Brain Bowl", an academic competition based upon the television format used in the "College Bowl". Two teams of six players each are asked questions by a moderator. The first team to answer correctly wins two points. Incorrect answers result in a loss of a point. The game is played over a period of three to four months during which each team plays every other team in its division. A guide is presented on the elements of the game and includes descriptions of: (1) coordination and funding; (2) history of the game; (3) the information network responsible for coordinating the game; (4) sample questions; (5) game strategy; (6) selection of team members; (7) how the games are organized and conducted; (8) rules of play; (9) the role of the moderator; (10) directions for timekeepers; and (11) awards and rewards. Similar information is also provided for the Southern Oregon Senior High School "Brain Bowl" in an appendix of 11 pages. (JD)

ED 264 357 UD 024 633

Hendricks, Leo E.

Unmarried Black Adolescent Fathers and Their Controls: The Washington, D.C. Sample.

Howard Univ., Washington, D.C. Mental Health Research and Development Center.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.; National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 83
NOTE- 140p.; For related documents, see UD 024 631-632.
GRANT- 1-R01-2555-07; 90CW637-01
AVAILABLE FROM- Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *Blacks; *Early Parenthood; *Family Relationship; *Fathers; Outreach Programs; Parenting Skills; *Sexuality
IDENTIFIERS- District of Columbia

This document is the final report of a study of Black, unmarried adolescent fathers and matched counterparts designed to identify and describe quantitatively the difficulties they faced and their methods for solving the problems. The data were secured through a nonprobability sample of 38 fathers and 35 non-fathers in Washington, D.C. Data were collected in personal interviews with the use of an interview schedule which is included at the end of the report. It was found that differences between fathers and controls were minimal, and were only infrequently statistically significant. The ones that were significant suggested that unmarried Black adolescent fathers were more likely to be more trusting, to drop out of school, to be employed, and not to be church goers. The major problems faced by young fathers in this study were getting a job, parenting skills, and financial responsibility. The young fathers most often sought help from their families, especially their mothers. Based upon the findings in the report, it was recommended that more parenting agencies for adolescents provide services for young, unmarried fathers. This group needs massive outreach in order to get involved, and an agency's outreach program should extend to the fathers' male friends and families. (CG)

ED 264 167 SO 016 950

Parisi, Lynn
Computer Databases: Applications for the Social Studies. ERIC Digest No. 25.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 85
NOTE- 4p.
CONTRACT- 400-83-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cognitive Development; *Computers; Computer Software; *Databases; Educational Objectives; Elementary Secondary Education; *Information Retrieval; Information Systems; *Online Searching; Research Tools; Search Strategies; *Social Studies
IDENTIFIERS- ERIC Digests; Fact Sheets

This ERIC Digest examines the uses of databases in the social studies, including what a database is and how to use it, types of databases available for social studies classroom use, and the role this educational tool can play in achieving the goals and objectives of the social studies. A distinction between print and computerized database files and a simplified example of the use of Boolean logic in searching computer databases is provided. Two types of databases currently applicable in the social studies classroom, on-line databases and database software, are then examined. Listed are some of the on-line databases relevant as student research tools in the social studies, including The New York Times Information Service; America: History and Life; Historical Abstracts; Facts on File; Educational Resources Information Center (ERIC); and Magazine Index. Uses of database software are discussed and examples of commercially available database software programs are also provided. That database development and maintenance are fast becoming essential skills for effective citizenship participation is offered as a compelling rationale for incorporating this tool into social studies instruction. By creating and using databases, students develop research and organization skills. By searching databases, they learn to identify information needs, make problem statements, retrieve and sort information, and design strategies for organizing data. (LH)

ED 264 197 SP 026 758

Kooi, Sim Wong
Critical Information Needs in Developing a Pre-Service Practicum Curricuum.

PUB DATE- Jul 85
NOTE- 14p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140)
DESCRIPTORS- Computer Literacy; *Curriculum Development; Higher Education; *Preservice Teacher Education; Program Effectiveness; Student Teachers; *Teacher Education Programs; *Theory Practice Relationship

At the Institute of Education in Singapore, two disjunctions in teacher preparation were identified. The first was the gap between theoretical knowledge propounded in teacher education programs and the experience of students in the practicum. The second was the gap between both the theoretical and experiential learning of the students and the real world of work undertaken by teachers in today's schools. A study of the work, "A New Basis for Teacher Education: The Practicum" (Turney, C. et al, 1985) provides recommendations vis-a-vis existing and future needs in teacher education. Thus, a new version of the practicum curriculum is emerging. In this process, there is also increased awareness of certain critical information needs. Therefore, concurrent with the evolution of a practicum curriculum, preparations for enhancing the development of an infrastructure for securing the vital information needed for the total system changes as implied by a practicum curriculum are underway. This paper presents an outline of the factors upon which the curriculum will be based. (JD)

ED 264 213 SP 026 836

Gray, Howard R., Ed.; Averett, Claire H., Ed.
Perspectives on Aging: Death, Dying, Bereavement. Papers Presented at a Symposium (Provo, Utah, April 12, 1985).
Brigham Young Univ., Provo, Utah.
PUB DATE- Apr 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Day Care; *Aging (Individuals); *Death; Gerontology; *Grief; *Health Services; Older Adults

This volume contains papers presented at a symposium on death, dying, and bereavement. Papers were presented on: (1) "A Psychologist in Hospice Care" (Clifford Morgan and Barbara McCann); (2) "Assessment of the Kubler-Ross Stages in Counseling" (G. Michael Averett and Claire H. Averett); (3) "Making the Road Less Lonely: Role of Volunteers in Hospice" (Pamela S. Jones); (4) "Bereavement and the Older Woman: A Model for Caregivers" (Carol Payne); (5) "A Younger Alzheimer's Spouse Speaks Out" (Marjorie P. Westergard); (6) "An Evaluation of a Hospice Caregiver Service" (Mark de St. Aubin); (7) "So Long Sadie" (Michael L. Benedict); and (8) "Alzheimer's Special Care Units" (Ryan P. Thorn). (CB)

ED 264 302 TM 860 010

Abbott, Muriel M.
Theoretical Considerations in the Measurement of the English-Language Proficiency of Limited-English-Proficient Students.

PUB DATE- 1 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL., March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; Elementary Secondary Education; English (Second Language); *Language Proficiency; Language Tests; *Limited English Speaking; *Measurement Techniques; *Program Evaluation; Student Evaluation; *Student Placement; Test Construction
IDENTIFIERS- *Language Assessment Battery; New York City Board of Education

Limited-English-proficient (LEP) students who are not sufficiently proficient in English to participate effectively in an English-speaking instructional environment must be identified for placement in an appropriate educational program. Their progress through an instructional program that is designed to improve their acquisition of English language skills must also be measured both for purposes of exiting from the program and for program evaluation. Both placement and evaluation require a measure that assesses different levels of English-language proficiency. Attention is directed to the concept of language proficiency, how best to measure it with relevance to curriculum, appropriate levels of difficulty, and a meaningful frame of reference for the interpretation of scores for different populations. Attention is also directed to issues concerned with constructing an instrument that can serve both placement and evaluation purposes; that is, an instrument that can differentiate efficiently between English-proficient and LEP students yet, at the same time, provide efficient measurement of the progress of the lower-scoring LEP students. These issues are discussed with reference to the New York City Language Assessment Battery (LAB-1982). (Author)

ED 264 125 SE 046 287

Seals. Grades 3-6.
New England Aquarium, Boston, Mass.
PUB DATE- 85
NOTE- 36p.
AVAILABLE FROM- New England Aquarium, Central Wharf, Boston, MA 02110 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animal Behavior; *Animals; *Elementary School Science; Experiential Learning; *Field Trips; Intermediate Grades; *Marine Biology; *Science Activities; Science Education; *Science Teaching Centers; Wildlife
IDENTIFIERS- Aquariums; *Seals (Animals)

Explanations of a marine mammal rescue program and information on seals and sea lions are presented in this curriculum package for intermediate grade teachers. Activities are highlighted which focus on the natural history of harbor seals. This unit contains: (1) pre-trip activities (including fact sheets and worksheets on the different types of seals, a vocabulary list, and a description of the differences between seals and sea lions); (2) trip activities (offering suggestions for successful field trips, a floor plan of the aquarium, and observation recording sheets for use at the aquarium's Seal Pool); and (3) post-trip activities (providing an explanation of the New England Aquarium's research and seal rescue programs). A bibliographic listing of publications and an evaluation checklist for teachers are also included. (ML)

ED 264 229 SP 026 940

Walker, Rena M.; Kleine, Paul F.
Constructs and Style Preferences of Student Teachers.
PUB DATE- Oct 85
NOTE- 38p.; Paper presented at the Meeting of the Rocky Mountain Educational Research Association (Law Cruces, NM, October 23-25, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Style; Higher Education; Learning Processes; Personality Traits; Preservice Teacher Education; Psychological Patterns; *Student Teachers; Teacher Role; *Teaching Styles

Construct systems and style preferences of 30 student teachers were investigated before and after student teaching using Gregorc's (1982) "Style Delineator" and Kelly's (1955) "Repgrid". The majority of student teachers were found to prefer styles of Concrete Sequential and Abstract Random. Constructs were elicited from students as they compared and contrasted different teacher role types (e.g., Best Teacher, Most Understanding). The "Planet" computer program (Shaw, 1982) was utilized to determine similar patterns and relationships that existed in the subjects' construct systems. As predicted, students whose style preference was Concrete Sequential had a tendency to rate all the teachers with negative or positive characteristics the same on the repertory grid. An analysis of the constructs revealed categories of: personal traits, teaching qualities, and techniques. Shifts in styles were found to have corresponding changes in underlying cognitive structures. Awareness of style types and cognitive structures appears to need further research and consideration for inclusion in teacher education practices. (Author)

ED 264 245 TM 850 433

1984 Wisconsin Pupil Assessment Program Report. Bulletin No. 5252.
Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Feb 85
NOTE- 119p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Basic Skills; Criterion Referenced Tests; *Economics; Educational Testing; Elementary Secondary Education; Language Tests; Mathematics Tests; Reading Tests; *Scores; Scoring; Sex Differences; *State Norms; State Programs; Testing Programs; *Test Results; *Writing Evaluation; Writing Skills
IDENTIFIERS- Comprehensive Tests of Basic Skills; Wisconsin; *Wisconsin Pupil Assessment Program

Results of the Wisconsin Pupil Assessment Program's 1984 test administrations are summarized. A sample of 16,000 public school students were tested. Tests included objective-referenced tests in writing and understanding of economics, and the norm-referenced Comprehensive Tests of Basic Skills (CTBS) test of reading, mathematics, and language. Conclusions in the overview of test results are provided for writing, economics, and basic skills. The CTBS was administered in grades 4, 8, and 11. In all grades, scores exceeded the national average of the fiftieth percentile. The test of economic understanding was administered to twelfth graders, who averaged 58 percent. About one-half of the respondents had taken or were enrolled in an economics course. Males scored about five percentage points higher than females. The written exercises were administered in grades 5, 8, and 11. On a narrative assignment, 50 percent of fifth graders, 73 percent of eighth graders, and 79 percent of eleventh graders performed acceptably. Overall, females scored higher than males and were also more likely to report that they enjoyed writing. Enjoyment of writing was reported by 70, 52, and 45 percent in grades 5, 8, and 11, respectively. Prewriting and revision were associated with higher writing scores. (GDC)

ED 264 274 TM 850 760

McBride, James R.; Sympson, J. B.
The Computerized Adaptive Testing System Development Project.
Naval Personnel Research and Development Lab., Washington, D.C.
PUB DATE- Jul 82
NOTE- 9p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Adults; Armed Forces; *Computer Assisted Testing; *Occupational Tests; *Personnel Selection; Program Design; *Program Development; Program Evaluation; Psychometrics; Test Construction
IDENTIFIERS- *Armed Services Vocational Aptitude Battery

The Computerized Adaptive Testing (CAT) project is a joint Armed Services coordinated effort to develop and evaluate a system for automated, adaptive administration of the Armed Services Vocational Aptitude Battery (ASVAB). The CAT is a system for administering personnel tests that differs from conventional test administration in two major respects: (1) automated test administration using a computer terminal; and (2) adaptive (tailored) sequencing of test questions. The CAT has a number of potential advantages over conventional testing, including: (1) efficiency; (2) precision; (3) accuracy; (4) security; (5) economy; and (6) ease of revision. Psychometric methods and procedures to be employed in the CAT hardware/software system are being developed in the following areas: (1) constructing calibrated item banks; (2) on-line calibration research; (3) equating CAT with ASVAB subtests; (4) validating CAT as a measurement technique; (5) evaluating CAT's utility for predicting performance; and (6) meeting established professional standards for tests. The CAT system will become operational when the hardware/software system meets a number of criteria. The following major criteria will be used in evaluating the CAT delivery system: (1) performance; (2) suitability; (3) reliability and availability; (4) maintainability; (5) ease of use; (6) security; (7) affordability, and (8) flexibility. (PN)

ED 264 331 UD 024 599

Hayes, Geoffrey; Levin, Michael J.
A Statistical Profile of Samoans in the United States. Part I: Demography; Part II: Social and Economic Characteristics; Appendix: Language Use among Samoans. Evidence from the 1980 Census.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Dec 83
NOTE- 117p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.
CONTRACT- 99-3-0946-75-075-01
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; Census Figures; *Demography; *Educational Attainment; *Employment Level; Family Characteristics; Income; *Language Proficiency; Migration Patterns; Population Growth; Poverty; *Samoan Americans; *Socioeconomic Status

IDENTIFIERS- California; Census 1980; Hawaii; *Samoans; Washington

This paper provides a broad overview of the demographic, social, and economic characteristics of Samoans in the United States, focusing particularly on the Samoan populations of Hawaii, California, and Washington, where 85% of Samoans reside. The data is derived from the "race" question on the 1980 Census and other local statistical materials. Demographically, the population is found to be highly urbanized, young (average age 19.5 years) and with a high fertility rate (averaging 4.3 children per adult woman). The total U.S. Samoan population projected for the year 2000 is most realistically estimated at 131,000. Among the three States, Hawaii's Samoans are youngest, with a higher dependency ratio and lower sex ratio than elsewhere in the United States. Economic and social characteristics outlined in the paper include geographic distribution and urbanization; household structure (averaging 5.2 persons); family characteristics (49% having children under six, 18% female headed); marital status (smaller proportion married than average for the United States); income levels (82% of U.S. median income per household); poverty rates (27.5% of families below the poverty level); housing; education; language; and labor force participation. Generally, Samoans are found to be worse off than other selected groups, even recent refugees. Strong differences appear between Samoans in California, who are much closer to national averages, and Samoans in Hawaii. (An appendix discusses language use among Samoans). (Author/CG)

ED 264 139 SE 046 304

Invitation to Discover and to Understand=Invitation a Decouvrir et a Comprendre.

Parks Canada (Quebec). La Mauricie National Park.

PUB DATE- 81

NOTE- 198p.; The exploration map is a colored poster approximately 16x22 inches in size; it will not reproduce well in microfiche.

LANGUAGE- English; French

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Animals; Botany; *Ecology; *Elementary School Science; Elementary Secondary Education; Environmental Education; Forestry; Learning Activities; *Outdoor Activities; *Parks; *Science Activities; Science Education; *Secondary School Science; Trees

IDENTIFIERS- Forests; *Quebec

This four-part guide provides suggestions to help teachers and students get the maximum benefit from a visit to the La Mauricie National Park in Quebec Province, Canada. The first part contains introductory comments, program objectives, an overall view of the park (including its features and services available), use of an appended exploration map, and information on preparing students for an outing to the park. The second part contains background information, pre-trip classroom activities, procedures, and follow-up activities for two park activities (an ecology game and a "forest rally"). The third part contains research exercises aimed at helping students enhance their discovery of the park. These exercises (which include objectives, materials needed, pre- and post-trip classroom activities, and procedures) focus on: (1) recognizing a section of a forest environment; (2) intra-species competition among plants (density of a species of tree), using quadrat analysis; (3) the natural history of selected herbaceous plants and differences between habitats; and (4) the fauna associated with forests. The last section contains reference materials (publications and magazines in French and English), annotated list of films, and addresses of various Canadian organizations offering products and/or services related to the environment. (JN)

ED 264 154 SO 016 891

Thomas, Paul F.
Moral Education in the Schools of Japan.
British Columbia Teacher's Federation, Vancouver.
PUB DATE- 85
NOTE- 6p.; For related documents, see SO 016 889-890.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavioral Objectives; Civics; Comparative Education; Curriculum Development; Elementary Education; Foreign Countries; Interdisciplinary Approach; Junior High Schools; *Moral Development; *Moral Values; National Programs; Social Studies; *Social Values; Student Attitudes; *Values Education
IDENTIFIERS- Canada; *Japan

Moral education, a primary component of Japanese education, has no precise equivalent in Canadian education. The focus of moral education is development of personal attitudes and social values. The content of this discipline is a kind of secular humanism which has engendered in the postwar Japanese the values, attitudes, behaviors, and virtues that have propelled them into the 21st century without the social and political disruptions that have plagued other modernizing nations. Moral education is allotted 34 to 35 hours per school year in grades one through nine. Teachers receive national guidelines for moral education. The many objectives for this discipline include respect for life, good manners, personal hygiene, individual freedom, respect for the advice of others, and rationality. Moral education is infused into such physical education activities as kendo and karate, into student-teacher interaction, and into social studies. The teaching of moral education in Japan offers many valuable lessons for the Canadian educational system. (LP)

ED 264 182 SP 026 660

Saunders, Robert L.
Memphis State University's New Five-year Program For the Initial Preparation of Teachers.
PUB DATE- Mar 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Higher Education; Internship Programs; *Preservice Teacher Education; *Program Development; Program Length; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- *Extended Programs; *Memphis State University TN

A description is presented of a new extended teacher education program at Memphis State University. Instituted in 1985, the program has four objectives: (1) to develop and implement an extended (five-year) program covering all areas of teacher preparation, with institutional recommendation for certification coming only after completion of the total program, which would terminate in the Master of Arts in Teaching (M.A.T.) degree; (2) existing graduate degree programs typically completed by education practitioners will be redesigned to ensure that these programs visibly and clearly incorporate the standards of performance included in the Tennessee Career Ladder Plan for teachers, counselors, and administrators; (3) procedures and programs will be designed to increase the College's responsiveness to inservice needs of professional practitioners; and (4) the performance effectiveness of certificated educators having completed the new teacher education model will be ascertained through carefully designed research procedures. The centerpiece of the overall plan is the development of a five-year program for the initial preparation of teachers. A description is given of how the new program is being developed, the reasons for it, and several major benefits expected to accrue once it is in full operation. (JD)

ED 264 260 TM 850 744

Weiss, David J., Ed.
Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, Minnesota, July 27-30, 1982).
Minnesota Univ., Minneapolis. Dept. of Psychology.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-85-1
PUB DATE- Apr 85
NOTE- 384p.; For individual papers, see TM 850 745-746, TM 850 748-752, TM 850 754-763, ED 223 666, ED 243 901, and ED 249 281.
GRANT- N00014-82-G-0061
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Achievement Tests; *Adaptive Testing; Branching; *Computer Assisted Testing; *Computer Oriented Programs; Individual Testing; Item Analysis; *Latent Trait Theory; Mathematical Models; *Psychometrics; Sequential Approach; Statistical Analysis; Statistical Studies; Test Construction; Test Items; *Test Theory
IDENTIFIERS- Item Characteristic Function; Office of Naval Research; *Parameter Estimation of Sequential Testing; Robustness; University of Minnesota

This report contains the Proceedings of the 1982 Item Response Theory and Computerized Adaptive Testing Conference. The papers and their discussions are organized into eight sessions: (1) "Developments in Latent Trait Theory," with papers by Fumiko Samejima and Michael V. Levine; (2) "Parameter Estimation," with papers by Frederic M. Lord and Marilyn S. Wingersky, David Thissen and Howard Wainer, and Charles Lewis; (3) "Multidimensional Item-Response Theory," with papers by Roderick P. McDonald, and Mark D. Reckase and Robert L. McKinley; (4) "Estimating Parameters with the E-M Algorithm," with papers by Robert K. Tsutakawa, and Robert J. Mislevy and R. Darrell Bock; (5) "Unidimensionality and Robustness," with papers by William Stout, Fritz Drasgow and Charles K. Parsons and Douglas H. Jones; (6) "Adaptive and Sequential Testing," with papers by David J. Weiss and Debra Suhadolnik and R. A. Weitzman; (7) "Latent Trait Models for Special Applications," with papers by Susan Embretson (Whitely) and Kikumi K. Tatsuoka; (8) "Applications of Computerized Adaptive Testing," with papers by James R. McBride and J. B. Sympson, J. B. Sympson and Loralee Hartmann, Wolfgang Wildgrube, and C. David Vale. (PN)

ED 264 288 TM 850 776

Doron, Rina

The "Average System" - A New Technique for Equating Scores on Different Tests Constructed from an Item Bank.

PUB DATE- Dec 84
NOTE- 17p.; Paper presented at the International Conference on Education in the 90's (1st, Tel-Aviv, Israel, December 16-19, 1984). Prepared at the Center for Technological Education, Holov, affiliated with Tel-Aviv University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; Arithmetic; Comparative Analysis; *Equated Scores; Grade 5; Intermediate Grades; *Item Banks; *Measurement Techniques; Reliability; Scaling; *Test Construction; Test Validity
IDENTIFIERS- *Rasch Model; *Rasch Scaled Scores

An alternative procedure is examined to compare test scores which does not require the utilization of computers and therefore, can be easily employed by classroom teachers. This technique is called the Average System: a simple way to score examinees using information obtained from a representative sample (or samples). Examinees are ranked on a four point ordinal scale, using information on item difficulty derived from different groups in the representative sample, for estimating average scores of different groups in the population. This system enables comparison of examinees' scores on different tests, constructed out of an item bank. An examinee's score is related to the average appropriate to the test, and an ordinal score assigned. Ordinal scores for different examinees can then be compared without regard to the test used. The validation of the Average System is discussed. Information about item difficulty according to the Rasch model was also derived to permit the validation of the Average System. The criteria for validation is presented and the method to test for item consistency and matching are described. Results indicate that the Rasch Model and the Average System are interchangeable regarding examinee ranking and measurement temporal stability. (PN)

Public High Schools: Private Admissions. A Report on New York City Practices.

Advocates for Children of New York, Inc., Long Island City.

SPONS. AGENCY- Morgan Guaranty Trust Co., NY.; New York Community Trust, N.Y.

PUB DATE- 85

NOTE- 219p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Access to Education; *Admission Criteria; Bias; Blacks; Educational Discrimination; *High Schools; Limited English Speaking; *Minority Groups; *Selective Admission; Special Education

IDENTIFIERS- New York (New York)

This report focuses on how selective, unzoned public high school programs in New York City choose among their applicants and how students from low income, predominantly minority school districts are adversely affected in the process. The following findings are reported: (1) There are no consistent citywide criteria for determining which selection model (screened, unscreened, or educational option) is appropriate for a given program, and, once a model is determined, programs can generally set their own admissions criteria. (2) On the whole, schools do not publicize their selection criteria. (3) In general, schools seek to accept the students with the best grades, scores, and attendance records. (4) Students in predominantly minority areas are accepted at lower rates than the city average and dramatically lower rates than in districts with significant white populations. (5) Demand far outweighs supply in admissions to these selective schools, with only a 22.29% average acceptance rate. (6) School officials are often pressured to give seats to particular individual students, and there is no appeals process for disappointed students to obtain an application review. (7) Schools with white majorities are required to admit an entering class that is more than 50% white, although the applicant pool is only about 24% white. (8) The application process requires the involvement of four different agencies and is thus confusing. (9) Selective programs do not take a fair share of limited English proficient and special education students, thus burdening zoned high schools in impoverished minority neighborhoods. The report offers recommendations addressing each of the above problems. It concludes with an extensive appendix consisting of a survey of admissions criteria in 50 selective high school programs. (CG)

ED 264 344 UD 024 613

Gee, G. Gordon
The Impact of the Brown Decision on Higher Education.
PUB DATE- 84
NOTE- 13p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; *College Desegregation; Higher Education; *Racial Integration; School Desegregation
IDENTIFIERS- Civil Rights Act 1964 Title VI; *West Virginia University

This paper, by the president of West Virginia University (WVU), discusses the impact of the Brown decision on that institution and on higher education in general. Following the Gaines decision of 1938, WVU adopted a policy of admitting Black students to its graduate and professional schools because advanced educational programs were not available at the then strictly black West Virginia State College or Bluefield State. In 1954, after some initial hesitation, WVU followed the State attorney general's advice that the Brown decision applied to State institutions of higher learning. WVU integrated promptly thereafter, without the incident or public furor that occurred in other southern schools. As a land grant institution, WVU receives significant Federal funding and is therefore subject to Title VI non-discrimination requirements. Efforts to improve minority recruitment and retention include establishing a minority scholarship fund, outreach visits to potential applicants, and support activities on campus. Finally, WVU has made efforts to recruit and retain minority faculty and staff. (KH)

ED 264 358 UD 024 634

Minority Administrators in Community Mental Health Centers.

Howard Univ., Washington, D.C. Mental Health Research and Development Center.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.

PUB DATE- 82

NOTE- 97p.

GRANT- 1R01-MH-25551-05

AVAILABLE FROM- Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($3.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Characteristics; *Administrator Role; Administrators; *Community Services; *Mental Health Programs; *Minority Groups; Social Services

The purpose of this study was to provide an overview of the problems confronting minority administrators of mental health agencies. Twenty-five minority directors of Community Mental Health Centers were given questionnaires asking for information about their backgrounds and the design, structure, and operation of their respective mental health centers. The major findings concerning the administrators were that the group was 88% male, 50% held masters degrees, and more that 37% had social work backgrounds. Concerning the agencies, it was found that most of them had a flexible service philosophy, that their future orientations were characterized by stress and scarce resources, and that the adequacy of the agencies was affected by lack of funding and the need for management and staff development. The directors were found to value the need for sensitivity to socio-cultural and political awareness among their treatment personnel. The centers were found to need special personnel, political support, adequate public transportation, and bilingual programs. The major community priority seen was a need for services for children and adolescents and community outreach programs. The resources needed by the agencies included staff development and technical assistance in the areas of finance, research, and grantsmanship. The study includes recommendations addressing the problems experienced by these agencies. The study questionnaire is appended. (CG)

ED 264 126 SE 046 288

Tinker, Robert F.
Modeling and MBL: Software Tools for Science.
Technical Education Research Center, Cambridge, Mass.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- TERC-TR-85-4
PUB DATE- Nov 85
NOTE- 15p.; Paper to be presented at the National Educational Computing Conference (7th, San Diego, CA, June 4-6, 1986).
GRANT- NSF-DPE-8319155
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *Computer Oriented Programs; *Computer Software; Elementary Secondary Education; *Graphs; Heat; Higher Education; *Material Development; Microcomputers; Models; *Physical Sciences; *Science Education; *Science Experiments
IDENTIFIERS- *Computer Uses in Education; National Science Foundation

Recent technological advances and new software packages put unprecedented power for experimenting and theory-building in the hands of students at all levels. Microcomputer-based laboratory (MBL) and model-solving tools illustrate the educational potential of the technology. These tools include modeling software and three MBL packages (which are described in this paper): (1) The Bank Street Laboratory, a large hardware, print, and software package which enables students to perform a wide variety of experiments involving light, temperature, and sound; (2) Exploring Heat, an MBL unit developed with special attention to the needs of mildly learning disabled late elementary school students; and (3) Experiments in Chemistry, a secondary/college-level package for recording, graphing, and analyzing pH, electromotive force, and temperature data. MBL and dynamic modeling software are important to science education because they complement each other. In addition, students do science, activities become more student-centered, and software has applicability to many grade levels. Extensive in-class testing shows that the desirable characteristics for the successful educational use of both MBL and dynamic modeling software include ease of use, fast feedback, the computer's computational ability, and use of graphical output. (JN)

ED 264 198 SP 026 765

Sinlarat, Paitoon

Collaboration between Higher Education and the Private Sector: The Case of Thailand.

PUB DATE- Jul 85
NOTE- 9p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Cooperation; *Education Work Relationship; Foreign Countries; Higher Education; *School Business Relationship
IDENTIFIERS- *Thailand

Thailand's higher education institutions, once largely involved with the education and training of civil servants, have recently begun to seek collaboration with private sector institutions. This activity began when it was found that there was a limited number of government positions available, and increasing numbers of graduates needed to seek jobs in the private sector. Efforts at collaboration have had some problems due to the "ivory tower" concept, and because of the academic standards of university faculty members. However, many creative efforts to bring about innovative programs for cooperation among business, industry, and higher education have been successful. These activities have included: an educational development unit; a continuing education center; a specialized training center; an academic service center; and an academic network. The major difficulty in the collaborative efforts has been the differing objectives, expectations, and orientations of personnel from the university and from the private sector institutions. The report concludes that an exchange system, with educators taking part in private sector activities and with private sector personnel taking part in educational activities, will help to close the gap between the two areas. (CB)

ED 264 214 SP 026 845

Kelly, Eugene W., Jr.
Enhancing the Teaching Profession.

PUB DATE- 10 Oct 85
NOTE- 16p.; Keynote address presented to the Arkansas Education Association (Little Rock, AR, October 10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Beginning Teachers; *Educational Improvement; *Parent School Relationship; *School Community Relationship; Teacher Certification; Teacher Education; *Teacher Effectiveness; *Teaching (Occupation)

Nine major thrusts and key issues in the improvement of education are cited: (1) attracting and enrolling high quality candidates into teacher preparation; (2) improving both the intellectual and experiential components of teacher education; (3) strengthening the accreditation and approval system for teacher education institutions; (4) establishing fair and rigorous licensing procedures, including testing, for entry into the teaching profession; (5) providing a strong and supportive system of expert supervision for beginning teachers; (6) upgrading teacher salaries to be competitive with comparable professions; (7) insuring for teachers working conditions conducive to personal and professional commitment and growth; (8) providing resources and opportunities for continuing professional development on the part of teachers; and (9) developing and strengthening a system of professional self-regulation in collaboration with administrators and under public authority. While the fifth and ninth items of this list are elaborated upon, it is also pointed out that the legitimate expectations of parents and citizens for learning and the legitimate requirements of teachers for teaching are fundamentally in agreement. Close cooperation and partnership between teachers, parents, and the community is suggested as a basis for the successful improvement of schooling. (JD)

ED 264 303 TM 860 011

Rabinowitz, Mitchell
The Use of Categorical Organization: Not an All-or-None Situation.
1985/15.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 17p.
GRANT- BNS-81-09657
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Analysis of Variance; *Classification; *Cognitive Development; Comprehension; Developmental Tasks; Elementary Education; Intentional Learning; *Memory; Nouns; *Recall (Psychology); Word Lists
IDENTIFIERS- Categorical Data; *Categorical Processing; Organization Theory (Psychology); Organizing Strategies

The hypothesis that variation in accessibility of categorical knowledge affects its use as an organizational device was tested in this experiment using 36 second graders and 36 fifth graders from a middle-class community within San Diego, California. The students memorized each of two lists of words that differed in category representativeness. They received one of three memory instructions: standard free recall, repetition, or categorical processing. Recall performance was about equal for standard vs. repetition, and both were lower than category processing, especially with the highly representative items. Age did not enter this interaction, so it is concluded that at both age levels, accessibility of categorical information influences children's use of it. This suggests multiple types of possible production deficiencies. It appears possible to distinguish between a production deficiency that can be attributed to an initial disposition of the subject and one that can be attributed to the relative accessibility of relevant information. (PN)

ED 264 168 SO 016 951

Robinson, John P.; And Others

Public Participation in the Arts: Final Report on the 1982 Survey.

Maryland Univ., College Park. Survey Research Center.
SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.
PUB DATE- Oct 85
NOTE- 559p.; This edition supercedes ED 256 682. Data tables contain small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Art Activities; *Citizen Participation; Comparative Analysis; *Museums; *Music; National Surveys; Social Science Research; *Theater Arts; *Visual Arts

More than 17,000 respondents from a representative sample of the population were interviewed by the Bureau of the Census during 1982 about their participation in arts activities. Separate national samples were collected during each month of the year. Ten major areas were addressed: (1) the size of the audience for the arts; (2) the relationship between attendance at live performances and recorded performances; (3) geographical variation; (4) demographic variation; (5) the impact of family background on participation; (6) the association between arts and non-arts activities; (7) the extent and nature of unmet needs; (8) reasons for not attending arts activities; (9) the relationship between amateur performance and attendance; and (10) the relationship between early introduction to the arts and later participation. Chapter 1 provides an introduction and background information. Chapter 2 details interview procedures and methodology. Chapter 3 examines the questions asked about participation at live performances of jazz, classical music, opera, musicals, plays, ballets, art galleries, and museums, as well as questions about reading habits. Chapter 4 examines the methodology and gives a more detailed analysis of the questions considered in Chapter 3. Chapters 5 through 9 deal with the non-core survey questions. Chapter 10 is an overview of the project. Extensive appendices dealing with documentation, methodology, and a comparison with an earlier Harris poll survey are also included. (LH)

ED 264 183 SP 026 695

Doyle, Walter

Content Representation in Teachers' Definitions of Academic Work. R&D Report 6161.

Texas Univ., Austin. Research and Development Center for Teacher Education.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 85
NOTE- 34p.
CONTRACT- NIE-G-83-0006, P1
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cognitive Processes; *Course Content; *Curriculum Design; Educational Objectives; *Educational Research; *Learning Strategies; *Task Analysis; Teaching Methods

This paper presents an overview of research on academic tasks in the classroom and describes some of the themes that are emerging from studies in this area. The concept of "academic task" is defined along with problems associated with using this theoretical construct in classroom research. Three conceptions of how content should be represented to illustrate dimensions of the problems of curriculum in the classroom are summarized. How content is represented in teachers' definitions of academic work are explored.

The meaning of these data for classroom research and understanding problems of professional practice in teaching and teacher education are discussed. A three page list of references concludes the report. (DF)

Bierschenk, Bernard
Steering Mechanisms for Knowability. 1984 No. 1.
Lund Univ. (Sweden). Cognitive Science Research.
PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Abstract Reasoning; *Cognitive Measurement; Cognitive Processes; Educational Research; *Epistemology; *Knowledge Level; *Learning Processes; Learning Theories; *Memory; Models; *Research Design
IDENTIFIERS- *Knowability

The foundations of knowledge by tradition have been treated analytically, and knowledge has been characterized as a theoretical subject. This article introduces a steering mechanism as the prerequisite for a study of knowledge work and maintenance on empirical grounds. Knowledge is treated synthetically, that is, as something that exists only through the individual's cooperation with its environment, which implies that criteria can be formulated for the isolation of knowledge processes. Specific processes may then be studied and interpreted with reference to manipulable factors and to the influence of these factors on measuring processes and theory construction. (Author)

ED 264 140 SE 046 305

Moore, Michael
Two Classroom Demonstrations of Statistical Concepts.
PUB DATE- 85
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Mathematics; Computer Simulation; *Computer Software; *Error of Measurement; Higher Education; High Schools; Mathematics Education; *Mathematics Instruction; *Sampling; Secondary School Mathematics; *Statistics

With the help of widely available microcomputers, it is possible to demonstrate certain statistical phenomena which students of statistics are usually expected to take on faith. Two demonstrations are described. In the first demonstration, three common types of sampling (simple random, biased, and stratified-random) are used to compare statistics with population parameters. In the second demonstration, it is shown that the standard error of the mean is an imperfect estimate of an ideal population mean, and that it is actually the standard deviation of the distribution of the sample means. Suggestions are provided for the classroom use of these demonstrations and their variations. (Author)

ED 264 230 SP 026 942

Basic Curriculum Content for Georgia's Public Schools.
Georgia State Dept. of Education, Atlanta.

PUB DATE- 85
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Core Curriculum; Educational Improvement; Elementary Secondary Education; *Public Schools; Required Courses; State Curriculum Guides; *State Standards
IDENTIFIERS- *Georgia

Outlines are presented of the basic curriculum mandated for grades K-12 in the Georgia public schools. Concepts to be mastered at each level are listed for: (1) mathematics; (2) language arts (written and oral communication); (3) science; (4) social studies; (5) art; (6) music; (7) health and safety; and (8) physical education. At the secondary level foreign languages, technology, traffic safety education, and vocational education are added. A media skills continuum to help educators plan for improved student skills in acquiring and processing information is appended. (JD)

ED 264 275 TM 850 761

Sympson, J. B.; Hartmann, Loralee

Item Calibrations for Computerized Adaptive Testing (CAT) Experimental Item Pools.

Naval Personnel Research and Development Lab., Washington, D.C.

PUB DATE- Jul 82
NOTE- 4p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Adults; *Computer Assisted Testing; Estimation (Mathematics); *Item Analysis; *Item Banks; Latent Trait Theory; Psychometrics; Research Methodology; *Test Construction
IDENTIFIERS- *Armed Services Vocational Aptitude Battery; LOGIST Computer Program; *Parametric Analysis

In connection with the development of item pools for the Navy's experimental Computerized Adaptive Testing (CAT) system, items in five different content areas (General Science, Paragraph Composition, Word Knowledge, Math Knowledge, and Arithmetic Reasoning) have been calibrated using item response theory (IRT) methodology. Operational Armed Services Vocational Aptitude Battery (ASVAB) subtests 8, 9, and 10 were calibrated with the new CAT items to insure that all estimated parameters in a content area were expressed relative to a common metric. The computer program LOGIST was used to fit the 3-parameter logistic model to the available item response data. Modifications to version 2.B of this program were made prior to completing the calibrations. These modifications were tested and found to improve the parameter estimates generated by LOGIST. In each content area, all CAT items and ASVAB items were calibrated simultaneously in a single LOGIST run. The median values of the estimated IRT parameters, obtained in each content area, suggest that CAT procedures will function quite effectively in each of these five content areas. Items in four more content areas, as well as additional items will be calibrated to augment three of the previously developed item banks. (PN)

ED 264 289 TM 850 777

Christensen, James E.
Cognition, Knowing, and Understanding: Levels, Forms, and Range.
PUB DATE- Nov 83
NOTE- 11p.; Paper presented at the Annual Meeting of the Australian Association for Research in Education (Canberra, Australian Capital Territory, November 23-27, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Comprehension; Curriculum Development; Educational Assessment; Educational Needs; *Educational Planning; Educational Quality; Educational Research; *Epistemology; *Knowledge Level
IDENTIFIERS- *Conceptual Analysis; *Educological Research

Cognition, knowing, and understanding are analysed in terms of levels, forms, and range. It is found that cognition is knowing and that understanding is a range of knowing. Three levels of knowing (pre-conventional, conventional, post-conventional), three levels of understanding (prehension, apprehension, comprehension), and six forms of knowing (linguistic, emotional, imaginal, physical, physiological, conative) are distinguished. Levels and forms of knowing operate as a system and constitute a range of knowing. One's range of knowing determines one's extent of understanding. The three levels and six forms of knowing are composed and contrasted with the categories of cognition posited by: Bloom, Engelhart, Furst, Hill, Krathwohl, and Masia; Bruner; Piaget; Gagne; Kohlberg; Collis and Biggs; and Maccia and Steiner. The conclusion is drawn that the three levels and six forms of knowing are critical, elemental categories and that the categories of knowing posited by other researchers are either subsets, combinations, or conflations of these elemental categories. (Author)

ED 264 345 UD 024 614

Reddick, Lawrence D.

Wisdom and Courage Can Often Prevent Horrible Consequences.

PUB DATE- 84
NOTE- 12p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Colleges; Black Education; *College Desegregation; Curriculum Development; *Desegregation Effects; Higher Education; Racial Balance; *Racial Integration; Racial Relations
IDENTIFIERS- Lincoln University MO; *West Virginia State College

Changes undergone by two formerly all-black colleges since the Brown decision are described in this anecdotal conference paper. Lincoln University (Jefferson City, Mo), once an outstanding liberal arts institution, has been transformed into a school that is now predominantly white and serves students who wish to qualify for jobs in fields such as nursing, food preparation, data processing, and merchandising. These changes have produced racial tension and great dissatisfaction to Blacks who remember Lincoln's former status. Next, similar effects of integration at West Virginia State College are detailed. West Virginia State has also become largely concentrated on vocational training. The end of liberal arts as central curriculum is a great loss for the Black students, community, and alumni, and indicative of a lack of concern for the futures of Black citizens. The Brown decision is to blame for these changes: although it represented a stride toward equality, the way this ruling was implemented was quite different from the intent of the court. (KH)

ED 264 155 SO 016 892

Brown, David J.
The Meanings Assigned to Some Economic Terms: A Case Study of Some 13-14 Year Old Pupils. Research Papers in Economics Education.
London Univ. (England). Inst. of Education.
PUB DATE- 85
NOTE- 64p.; For other research papers, see ED 242 635, ED 237 381, ED 229 290. Photographs may not reproduce clearly.
AVAILABLE FROM- University of London, Institute of Education, 20 Bedford Way, London, England WC1H 0AL.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Case Studies; *Cognitive Development; Concept Formation; *Concept Teaching; Consumer Economics; *Economics; *Economics Education; Educational Research; Foreign Countries; Junior High Schools; Vocabulary Development

A research study designed to measure understanding of economic terms among 13- and 14-year olds is summarized. For purposes of the study, two tests were constructed: a 10-item questionnaire focusing on definitions of words such as banking, production, costs, money, and wealth, and a compilation of drawings and photographs developed to reflect concrete images of economic concepts. The first questionnaire was administered to a random sample of 100 13- and 14-year olds in a South London school. Twenty follow-up interviews were conducted using the visual test. Results of the two tests were similar. Both showed perceptions among this age group that shopping was associated with need and with prices, that banks were seen strictly as savings institutions, and that wealth was seen in terms of income and money. There was limited understanding of terms such as investment, cost, and living standards. Results indicate that some widely used economic terms are unfamiliar to children of this age and that the use of this terminology without careful introduction will make the subject matter difficult to understand. (LP)

ED 264 199 SP 026 766

Smith, George N.; Theede, Marcy P.

New Horizons in Education Preparation Programs through Greater Partnerships with Business and Industry.

PUB DATE- Jul 85
NOTE- 12p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Higher Education; *Program Improvement; *School Business Relationship; Schools of Education; Teacher Education; *Teacher Education Programs; Teamwork

A study was conducted at the Northern Arizona University to determine the necessary steps to improve the school's education programs. The basic conclusions of the study were: (1) Abolish the College of Education and replace it with the Center for Excellence in Education to facilitate interaction between the total university faculty, business and industry; (2) Implement the concept of a team leadership matrix whereby faculty expertise and community resources effectively contribute to the development and implementation of high quality educational programs and services; (3) Conduct a comprehensive review, overhaul and update of the curriculum and requirements for all educational programs; (4) Develop and implement a faculty development and leadership program, including an accountable faculty evaluation system; (5) Identify major forces affecting society and what modifications are necessary for our educational system to keep pace; and (6) Organize university, state, and national advisory councils to systematically work with the Center to implement educational reform and improvement processes. The radical change to a team leadership matrix was designed to decentralize educational preparation programs and develop a working relationship with public schools, business, and industry. The nucleus of the "partnerships" approach is the statewide advisory council supplemented by a network of field centers. These centers will function analogously to an agricultural extension service in providing quality educational programs and services to rural, remote and unserved areas. (Author/JD)

ED 264 215 SP 026 849

McDermott, Robert J.; Gold, Robert S.
Gender Differences in Perception of Contraception Alternatives by Never-Married College Students.
SPONS. AGENCY- Southern Illinois Univ., Carbondale.
PUB DATE- 18 Apr 85
NOTE- 17p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (100th, Atlanta, GA, April 17-21, 1985). Light print may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *College Students; *Contraception; Higher Education; Sex Differences; *Student Attitudes

A study examined the perceptions of college students regarding 10 contraceptive methods, including the condom, douche, oral contraceptive, withdrawal, diaphragm, female sterilization, spermicidal foam, rhythm, male sterilization, and intrauterine device. A total of 285 females and 316 males responded to a questionnaire which had students rank each method in terms of positive and negative attributes. The form of contraception most acceptable to males and females was the oral contraceptive. The five choices most acceptable to males all required females to assume principal contraceptive responsibiliy. The second most acceptable method to females was male sterilization. Neither sex found condoms to be particularly acceptable. It is concluded that the semantic differential scaling method used for this survey may be useful for assessing contraceptive acceptibility in high fertility groups, for identifying misconceptions about various birth control methods, and for developing appropriate educational goals and objectives with respect to contraception. (Author/CB)

ED 264 261 TM 850 745

Samejima, Fumiko
Development and Application of Methods for Estimating Operating Characteristics of Discrete Test Item Responses without Assuming any Mathematical Form.
PUB DATE- Jul 82
NOTE- 39p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Oriented Programs; *Estimation (Mathematics); Item Analysis; *Latent Trait Theory; *Psychometrics; *Research Methodology; Scores; Statistical Analysis; Statistical Studies; *Test Items
IDENTIFIERS- *Unidimensional Scaling

In latent trait theory the latent space, or space of the hypothetical construct, is usually represented by some unidimensional or multi-dimensional continuum of real numbers. Like the latent space, the item response can either be treated as a discrete variable or as a continuous variable. Latent trait theory relates the item response to the latent trait in terms of the operating density characteristic when the item response is continuous and by means of the operating characteristic when the item response is discrete. This paper is concerned solely with the unidimensional latent space and the discrete response level. An outline for a series of methods and approaches is introduced for estimating the operating characteristics of discrete item responses without assuming any mathematical form. Observations concerning computer programs and model validation, word/phrase comprehension tests and scale construction, and information loss caused by asumptotes are discussed. Numerous tables and figures are included, as well as three pages of references. (PN)

ED 264 332 UD 024 600

Hayes, Geoffrey; Levin, Michael J.

How Many Samoans? An Evaluation of the 1980 Census Count of Samoans in the United States.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Dec 83
NOTE- 31p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.
CONTRACT- 99-03-0946-75-075-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; Data Collection; *Demography; *Migration; *Population Growth; *Samoan Americans
IDENTIFIERS- *Census 1980; *Samoans

This paper examines various estimates of the Samoan population in the United States and assesses their relation to 1980 census data. Because Samoans were enumerated for the first time as a separate group, because there are no national records of Samoan births and deaths, and because there are no data on migration to the United States or movement back and forth between the United States and Samoa, estimates vary considerably. The 1980 census counts are compared with other estimates using demographic methods which can provide an estimate of the coverage error. A base population for the United States is established and census data from American Samoa, Western Samoa and New Zealand are combined with vital and migration statistics to provide a means of estimating the "expected" Samoan population in the United States in 1980. The discrepancy between the population enumerated in the 1980 census and that estimated by these methods ranges from 4,600 to 8,900, representing percentage differences of from 10 to 17 percent. The 1980 census counted 42,000 Samoans in the United States; the estimated population from this analysis is between 46,600 and 51,000. (Author/CG)

ED 264 127 SE 046 289

Clement, John; And Others
Adolescents' Graphing Skills: A Descriptive Analysis.
Technical Education Research Center, Cambridge, Mass.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- TERC-TR-85-1
PUB DATE- Nov 85
NOTE- 5p.; Paper accepted for presentation at the 1986 Annual Meeting of the American Educational Research Association.
GRANT- NSF-DPE-8319155
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Comprehension; Concept Formation; *Graphs; Junior High Schools; *Physical Sciences; Science Education; *Secondary School Science; Skill Development; *Skills
IDENTIFIERS- Computer Uses in Education; *Graphing (Mathematics); *Misconceptions; National Science Foundation; Science Education Research

Clinical interviews were conducted with 25 seventh- and eighth-grade students to determine: (1) the extent to which they could produce correct graphical representations of familiar situations; (2) to what extent they could infer relationships from graphs; (3) what are the most commonly held graphing misconceptions and how stable they are; and (4) how consistent are students' graphing skills across different content areas and types of problems. Notes taken during and tape-recordings of the interviews were used to identify the following types of misconceptions, namely, graph as picture, slope/height confusion, centering on one variable only, linearity of scale, initial positioning at the zero point on the axis, and a static (rather than dynamic) conception of graphs. Two major misconceptions, both of which have been observed with college populations, were documented in the preliminary analysis of three items. The first misconception (graph as picture) was strongly exhibited in a bicycle problem (dealing with elevations and speed). For example, subjects drew a picture when asked to make a graph, and when presented a graph, they read it as a picture. The second misconception (slope/height confusion) was found in a problem dealing with graphs of temperature versus time of day. (JN)

ED 264 247 TM 850 448

Allen, Bem P.
The Adjective Generation Technique (AGT) and the Trait-Anxiety, State-Anxiety Distinction.

PUB DATE- 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adjectives; Adults; *Affective Measures; *Anxiety; Higher Education; Literature Reviews; Scoring; *Self Evaluation (Individuals); Test Reliability; Test Reviews; Test Validity; *Word Lists
IDENTIFIERS- *Adjective Generation Technique; Social Desirability; State Trait Anxiety Theory

Research involving Potkay and Allen's Adjective Generation Technique (AGT) is reviewed concerning the measurement of anxiety. In this paper, no distinction is made between state anxiety and trait anxiety. It is suggested that state and trait anxiety may be considered apart from behavioral consistency. The issue of dramaturgical quality is discussed: if a person performs a persuasive task well, he or she is thought of as persuasive, whether or not the person's behavior is consistently persuasive. It is suggested that special instructions be given to the examinee in order to measure anxiety. Instead of the usual instructions to "record five adjectives to describe yourself," one might say, "record five adjectives to indicate how you feel." This paper consists primarily of the following sections: (1) the author's work involving the concept of anxiety; (2) methods of scoring anxiety with the AGT, and their reliability and validity; (3) strengths and weaknesses of AGT; and (4) research and application using AGT measures of anxiety. This research includes the effect of listening to music, sex differences, relaxation training, and individuals' therapy. A five-page list of references concludes the paper. (GDC)

Crain, Robert; And Others
Making Desegregation Work: How Schools Create Social Climates.

Rand Corp., Washington, D.C.
REPORT NO.- ISBN-0-88410-199-1
PUB DATE- Apr 82
NOTE- 302p.
AVAILABLE FROM- Ballinger Publishing Company, P.O. Box 281, 54 Church Street, Cambridge, MA 02138 ($22.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Organization; Desegregation Methods; *Extracurricular Activities; *High Schools; *Racial Relations; Research Design; *School Desegregation; School Effectiveness; Student Attitudes; Student School Relationship; *Teacher Characteristics; Track System (Education)
IDENTIFIERS- *United States (South)

This book is the result of a study conducted with 200 high schools in the South to determine what factors make schools effective in educating students and creating a healthy social environment. The book is particularly concerned with improving desegregated high schools and presents specific recommendations for doing so. Using survey data from school personnel and students as well as achievement test scores, the study examines the effects of : (1) various features of desegregation plans; (2) the racial attitudes and behavior of the schools' teaching staff; (3) special programs designed to improve race relations (such as black studies programs, in-service human relations training, biracial committees); (4) extracurricular activities; and (5) modifications of the structure of the school (including tracking, individualization, and cooperative learning). In general, the book argues for the importance of schools building a "social climate" which is favorable both to learning and adolescent development, including intergroup relations. Discussions of the methodology and technical considerations of the study are included throughout the book. (CG)

ED 264 359 UD 024 635

Gary, Lawrence E.; And Others
Pathways: A Study of Black Informal Support Networks.
Howard Univ., Washington, D.C. Mental Health Research and Development Center.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, MD. Center for Minority Group Mental Health Program.
PUB DATE- 84
NOTE- 235p.
GRANT- 5-R01-MH-32495-02
AVAILABLE FROM- Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Black Community; Black Family; *Blacks; Depression (Psychology); Emotional Problems; Family Problems; Financial Problems; *Mental Health; Mental Health Programs; *Social Support Groups
IDENTIFIERS- Virginia (Richmond)

This study was undertaken to develop a comprehensive data base regarding the use of informal social support networks as avenues of help-seeking among Blacks for the solving of mental health related problems. The study population consisted of 451 noninstitutionalized Black adults from Richmond, Virginia, nearly two-thirds of whom were women. The respondents were interviewed with a structured interview schedule which is included at the end of the report. The incidence of mental health related problems, the number of stressful life circumstances, the number of recent problems, and the number of depressive symptoms experienced are detailed in the report. The most frequently experienced problems related to finances and family. The most recent problems related to life transitions. Female, divorced/separated, young, and less religious respondents experienced more stressful life circumstances. Other factors found to correspond with more problems were not being active community participants and having low incomes. Female friends, male friends, and sisters were named as those most often turned to for support, with a same sex preference indicated. For the most part, respondents turned to informal sources of support during financial crises and to formal services during health related crises. Overall, respondents were not knowledgeable about various mental health facilities in their community and only 4.6% indicated that they had used such a facility at least once in the past year. The study results have direct implications for enhancing the helping capacity of informal social support networks. (CG)

Miller, H. Bernard; Scribner, Jay D.
Comparing an Old and New Model of Teacher Training: Some Lessons We've Learned.
PUB DATE- 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Graduate Study; Higher Education; Internship Programs; Mathematics Instruction; *Program Design; Science Instruction; Teacher Certification; *Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Temple University PA

Two Temple University post-baccalaureate programs, each designed to serve different populations are described. The Intern Teaching Program for College Graduates (ITPCG) is designed for liberal arts and science graduates who wish to become teachers. ITPCG started in 1954 with two major purposes: to draw capable arts and science graduates into teaching and to meet the then shortage of teachers. The second program, Temple University's add-on certification program in mathematics and general science, was developed at the request of the School District of Philadelphia. The add-on program seeks certified teachers who wish to add mathematics or general science to their teaching credentials and has as its purpose to move teachers from overstaffed to underserved teaching areas. Though each has a different target population and a separate mission, the older program has influenced a number of programmatic decisions of the newer one. Major similarities and some differences between the programs are described, and a brief outline is offered of meaningful lessons learned from developing the programs. These may be applicable to fifth year and internship teacher training programs. (JD)

ED 264 231 SP 026 943

Van Schoiak, Glen
Staff Development: The Educator's Change Process. Final Report of the Regional Study Award Project.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 43p.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; *Educational Research; Elementary Secondary Education; Program Improvement; *Research Utilization; *Staff Development

A report is given of a major study on effective staff development and its role in school improvement efforts. A review of research literature identified key process variables that foster effective staff development activities within successful school or district change efforts. Questions guiding the review of research included: (1) What processes (factors) were described and discussed in research studies on staff development and school improvement? (2) How were such factors significant in contributing to the effective change strategy? How was significance determined? (3) What staff development processes correlate with successful change efforts? (4) What factors from the research on effective schooling correlate with factors identified in research on organizational development? (5) What factors (across research bases) are identified as supportive of effective and lasting change in schools and programs? and (6) What application assumptions can be derived from the research-based factors (variables) identified? Appendices include samples of forms used in program evaluation, significant professional development findings, and guidelines for effective needs assessment. (JD)

ED 264 304 TM 860 015

Financial Accounting for New Jersey School Districts, 1984. The Audit Program. Draft.

PUB DATE- 84
NOTE- 147p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- *Accounting; Bookkeeping; Capital Outlay (for Fixed Assets); *Compliance (Legal); Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Federal State Relationship; *Financial Support; Government Role; Grants; Legal Responsibility; Revenue Sharing; School District Spending; State Aid; State Boards of Education; *State Programs; State Standards
IDENTIFIERS- *Audits (Finance); *New Jersey

Background information for the auditing of New Jersey School Districts is given. Included are chapters on the following: (1) a digest of the School Audit Law, Title 18A:23-1 to 18A:23-11; (2) directives to the Boards of Education; (3) school district bookkeeping; (4) scope of funds to be audited; (5) conducting the school audit; and (6) sample of audit report containing reports from several funds including, (1) General; (2) Special Revenue; (3) Capital Projects; (4) Debt Service; (5) Enterprise; (6) Trust and Agency; (7) Student Activity; (8) General Fixed Assets Account Group; (9) General Long-Term Debt Account Group; and (10) Supporting Schedules. Described in appendices are the following: (1) Circular A-102, Attachment P and Compliance Supplement; (2) School Nutrition Program requirements; (3) fund classification descriptions; (4) Chapters 192/193 State Aid Payments; (5) accounting for special projects; and (6) qualifications of independent auditors. (LMO)

ED 264 141 SE 046 306

Activities for Environmental Learning.
Pennsylvania State Dept. of Environmental Resources, Harrisburg. Bureau of State Parks.
PUB DATE- Nov 84
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Secondary Education; *Environmental Education; Field Studies; Interdisciplinary Approach; *Learning Activities; *Outdoor Activities; *Problem Solving; *Science Activities; Science Education; Skill Development; Teaching Methods; Values
IDENTIFIERS- Environmental Ethic; Pennsylvania

This pre-school through grade 12 environmental education learning continuum was designed to help educators with a systematic method which develops an environmental ethic among students. It consists of: (1) preschool through third-grade activities (which stress environmental awareness and sensitivity); (2) intermediate level activities (which give students a basic understanding of ecological principles and concepts governing the environment, and an introduction to problem-solving skills and environmental valuing); and (3) secondary activities (in which students apply environmental knowledge and problem-solving skills to identify, investigate, and offer solutions to environmental problems). Each activity lists unit concepts, objectives, materials needed, major concept(s) fostered, appropriate grade levels, time needed, and season(s), and provides the procedures and instructional strategies for the lead-up, field, and follow-up activities. Student materials are included when applicable. Also included is a matrix cross-referencing nine concept areas by grade level. The concept areas are: environmental awareness; energy; cycles; diversity; community; interrelationships; adaptations; values; and problem-solving. (JN)

ED 264 156 SO 016 894

Massiah, Joycelin, Ed.
Women and the Family. Women in the Caribbean Project, Volume 2.
University of the West Indies, Cave Hill (Barbados). Inst. of Social and Economic Research.

PUB DATE- 82
NOTE- 182p.; For related volumes, see SO 016 895-898.
AVAILABLE FROM- Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Rearing; Emotional Problems; *Family (Sociological Unit); Family Characteristics; Family Environment; *Family Life; *Females; Foreign Countries; Friendship; Heads of Households; Interpersonal Relationship; Mental Health; Models; Responsibility; *Sex Role; Social Networks; Stress Variables
IDENTIFIERS- *Caribbean

One in a series of documents emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, this collection of papers examines family life and the domestic domain. The overall objectives of the project are to establish in the region a data base for teaching, research, and planning purposes and to develop guidelines for a cohesive social policy that recognizes women's needs and draws on their skills and talents for program planning and execution. Following an introduction, "Women and the Family in Caribbean Society" (Hermione McKenzie), the first paper, "The Realm of Female Familial Responsibility" (Victoria Durant-Gonzales), focuses on role ideals and role behavior of Caribbean women. The second paper, "Stresses Affecting Women and Their Families" (Jean Jackson), contains case studies exploring emotional transactions between Caribbean women and their families. The third paper, "Women Who Head Households" (Joycelin Massiah), examines census and other information on household headship. The concluding paper, "Network Analysis: A Suggested Model for the Study of Women and the Family in the Caribbean" (Dorian Powell), outlines an analysis of women's networks of relationships. (RM)

ED 264 169 SP 026 026

Johns, Kenneth W.; Gee, Elsie W.
Research Intervention Case Study. Reno, Nevada: Spring 1984.
Far West Lab. for Educational Research and Development, San Francisco, Calif.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 40p.; An activity of the Applying Research in Teacher Education (ARTE)/Research Utilization in Elementary Teacher Education (RUETE) Project.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Observation Techniques; *Cooperating Teachers; *Experiential Learning; Higher Education; *Research Utilization; *Role Models; *Student Teachers; Teacher Behavior; Teacher Student Relationship
IDENTIFIERS- *Active Teaching Behaviors; Nevada

This report details a research intervention plan designed to test the hypothesis that increases in student teacher use of Active Teacher Behaviors (ATB) need not rest upon intensive or even extensive training involving cooperating and student teachers. A review of literature on the best methods of effecting change in teaching behaviors so as to bring about effective instruction is presented, focusing upon the role of the cooperating teachers. The problem under investigation consisted of the following questions: given the association of a cooperating teacher strong in the use of ATB with a student teacher untrained in ATB, will the student internalize and manifest those behaviors without the intervention of an ATB observational instrument with stresses on the Active Teaching Behaviors? Similarly, will the use of an observation instrument yield a higher level of the use of ATB in the student teacher associated with the cooperating teacher who is high in ATB?

Conversely, given the association of a cooperating teacher low in the use of ATB behaviors with a student teacher untrained in ATB, will the use of the ATB observational instrument cause the student teacher to display higher levels of ATB than a student teacher in a similar pairing, but not using the ATB observational instrument? The research procedures are described and a discussion of the results is presented. Follow-up interviews with student teachers and cooperating teachers provide a basis for considering the effectiveness of the observational instrument as a means of improving active teaching behaviors. (JD)

ED 264 276 TM 850 762

Wildgrube, Wolfgang
Computerized Testing in the German Federal Armed Forces (FAF): Empirical Approaches.
PUB DATE- Jul 82
NOTE- 8p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Adults; Armed Forces; *Computer Assisted Testing; *Computer Oriented Programs; Foreign Countries; *Pilot Projects; Program Development; *Program Implementation; Psychological Testing; Research Methodology
IDENTIFIERS- Aptitude Classification Battery; *Empirical Methods; German Federal Armed Forces; *West Germany

In April of 1982, the German Federal Armed Forces initiated the first empirical pilot project in the area of computerized adaptive testing (CAT). The configuration of hardware, psychological section, and physiological section is discussed, as well as two current problems (data transfer from the TEST 2000 microcomputer to a large sized computer for further calibrations and graphic items that are written in Assembler language in connection with a graphic processor). The first phase started with the standard test battery for entrance into the Armed Forces, the Aptitude Classification Battery (EVT). Six timed subtests of the EVT are on the computer in two parallel forms. Results from the data of 208 examinees taking the EVT by paper-and-pencil and then by computer were calculated. The comparison using the t test for dependent samples shows significant mean differences except for Arithmetic. The verbal subtests of paper subtests had higher scores, while the figural subtests using computerized testing had higher scores. Future developments discussed included the following: (1) a hardware change (an integrated testing station); (2) a second empirical phase (addition of adaptive testing with fixed branching strategies); and (3) a third empirical phase (evaluation of variable branching strategies in adaptive testing). (PN)

ED 264 290 TM 850 780

Yarnold, Paul R.; And Others

Comparing the Long and Short Forms of the Student Version of the Jenkins Activity Survey.

PUB DATE- 85

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Behavior Rating Scales; College Students; *Comparative Testing; *Factor Analysis; *Factor Structure; Goodness of Fit; Higher Education; Mathematical Models; Measurement Techniques; *Personality Measures; *Test Theory

IDENTIFIERS- *Jenkins Activity Survey (Student Version); LISREL Computer Program; Person Product Moment Correlation; Type A Behavior; Type B Behavior

This paper reports on a short version of the Student Jenkins Activity Survey (JAS), a multiple choice questionnaire that measures Type A "coronary-prone" behavior in assessing subjects' A/B types. The primary objective was to determine if the short and long forms of the student JAS represent similar measurement instruments. A secondary objective was to determine if the short and/or the long JAS results in comparable factor patterns and covariance structures for As and Bs. The short Student JAS gives factors that are more independent than those of the long JAS, and provides a more comparable structure for Type As and Bs. The present results suggest that researchers should still use the short form since its structure most closely resembles that hypothesized by the underlying theory. An important finding is that neither the Glass orthogonal nor the oblique two-factor model fit the data well in an absolute sense: less than half of the common variance was explained by any model, on either form. Examination of the residual correlation matrices indicated that two classes of large residuals (self versus perceived others' ratings and actions versus feelings), which were largely responsible for the significantly poor fits, were observed on every LISREL computer run. (PN)

ED 264 333 UD 024 601

Franco, Robert W.

Modern Samoan Mobility and Urban Adaptation.

Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- May 84
NOTE- 45p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.
CONTRACT- 99-03-0946-75-075-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acculturation; *Cultural Traits; Educational Experience; *Employment Problems; Ethnic Bias; *Job Training; Migration Patterns; Religious Factors; *Samoan Americans; Socioeconomic Status; Underemployment; Unemployment; *Urban Culture
IDENTIFIERS- California; Hawaii; *Samoans; Washington

The movement of American Samoans to Hawaii and the U.S. mainland is characterized both by one-way permanent migration and by temporary, circular mobility through Samoa, New Zealand, and the United States. American Samoans have developed adaptive strategies for the urban environment, transforming four traditional social structures for use in the new environment: Samoan culture, extended family, chief and title system, and visiting patterns. Despite these adaptive changes and increased roles for churches and community organizations, barriers to positive adaptation continue. Significant barriers are: educational and English language proficiency, limited appropriate pre-migration employment, and discrimination. The adaptation process can be enhanced through job training programs. They will contribute to communications skills, job skills, and job performance. Broader long-range issues of housing, health, employment, and education can best be met by statewide organizations unifying the Samoan communities and providing programmatic solutions to adaptation problems. (Author/CG)

ED 264 346 UD 024 615

Wallace, William J.
The Impact of Brown v. The Board of Education of Topeka, Kansas, on West Virginia State College.
PUB DATE- 84
NOTE- 20p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Colleges; *Desegregation Effects; Enrollment; Higher Education; *Racial Integration; Racial Relations; *School Desegregation
IDENTIFIERS- *West Virginia State College

This paper, by the former president of West Virginia State College (WVSC), responds to criticisms that racial integration following the Brown decision has had a negative impact on the quality of the school. Statistics are presented to show that West Virginia State's enrollments were declining seriously at the time of the Brown decision, and that they improved drastically afterwards. Brown changed WVSC from an institution that appealed to the national community to one that now served principally the local community and from a college having an all-resident student body to one having a large number of (mostly white) part-time students. Next, the decline in black enrollment since Brown is acknowledged, and some tensions between black and white students are described.

However, the majority of black members of the faculty and staff have found they could continue to function within the new environment. Some of the plans made by school officials to prepare for the predicted influx of white students after Brown are discussed anecdotally. The paper concludes by asserting the school's commitment to racial equality and togetherness, yet holds out the hope that the WVSC's origins as a black college will not become invisible. (KH)

ED 264 200 SP 026 767

Wood, Robert W.

The Bush Foundation and the University of South Dakota: A Case Study of Public and Private Sector Collaboration in Faculty Development.

PUB DATE- Jul 85

NOTE- 16p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Faculty Development; Grantsmanship; Higher Education; *Philanthropic Foundations; *Private Financial Support; Proposal Writing

IDENTIFIERS- *Bush Foundation; University of South Dakota

The Bush Foundation Program at the University of South Dakota supports faculty development activities which have as their goal the improvement of undergraduate learning. The program is designed to address the university's special concerns with respect to faculty development including the diversity of its mission, its small size, and the remote location of its campus. Any faculty member of the university directly involved in undergraduate teaching is eligible to participate by presenting a proposal for faculty development in one of four categories: educational experiences, research activities, curriculum improvement activities, and symposia. The program provides mini-grants to individual faculty members, symposia featuring visiting scholars, and release time for curricular revisions. A description is offered of the university's three year collaboration with the Bush Foundation, and examples are given of the types of activities with which faculty members have been involved. The paper also describes steps in preparing the original proposal, administration and operation of the program, and evaluation procedures and results. (CB)

ED 264 216 SP 026 884

Principles of Development of Model Health Care Programmes. Report on a WHO Meeting. (Turku, Finland, May 3-6, 1982). EURO Reports and Studies 96.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

REPORT NO.- ISBN-92-890-1262-5
PUB DATE- May 82
NOTE- 49p.
LANGUAGE- English; French; German; Russian
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Planning; Cost Effectiveness; Foreign Countries; Government Role; *Medical Services; *Program Development; *Public Health
IDENTIFIERS- *Model Health Care Programs

A report is given of the work of a group convened by the World Health Organization (WHO) to address the issues related to the development of Model Health Care Programs (MHCPs), and to apply the principles thus identified to the case of a specific health problem--low back pain. A discussion of the principles of the development of MHCPs includes consideration of motivation for developing the program, types of program models, the content of an MHCP, and criteria for selecting health problems. The problem of low back pain is used as an example of a health issue that is responsive to the functions of an MHCP program at both local and national levels. Appended are descriptions of the Finnish model health care program project which was developed to deal with the problem of strokes. (JD)

ED 264 232 SP 026 984

Suggested Resource List. Wisconsin Nutrition Education and Training Program. 4th Revised Edition.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Aug 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Dietetics; Eating Habits; *Educational Resources; *Health Education; *Nutrition

This resource list on nutrition is divided into 16 subject matter categories. References within each category include information on intended audience, type of media, title, date, author, publisher, price, and annotations. Subjects covered are: (1) athletics/physical fitness; (2) careers; (3) consumerism; (4) dental health; (5) diet/health and disease; (6) food economics and concerns; (7) food faddism and myths; (8) food preparation and activities (individual, family and classroom); (9) foods, general; (10) general nutrition; (11) life cycles; (12) nutrients; (13) physiology; (14) school food service; (15) vegetarianism; and (16) weight control. There are address lists for sources of materials as well as cooperative educational service agencies in Wisconsin. A title index concludes the publication.

ED 264 248 TM 850 470

McLaughlin, Betty L.

1984 College Board Tests. Maine State Test Summary Report.

Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- Sep 84
NOTE- 21p.; Contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; *College Bound Students; *College Entrance Examinations; Higher Education; High Schools; High School Seniors; Mathematics Tests; National Norms; *Scores; Sex Differences; *State Norms; Student Characteristics; Student Educational Objectives; Test Norms; Trend Analysis; Verbal Tests
IDENTIFIERS- *Maine; New England; *Scholastic Aptitude Test; Test Score Decline; United States

Data are summarized for results of the Scholastic Aptitude Test (SAT) and achievement tests administered to high school seniors in Maine during 1984. Results are compared for the state of Maine, New England, and the United States. Trends are noted for the SAT from 1964 to 1984, and for the mathematics, verbal, and achievement tests from 1980 to 1984. The summary indicates that forty-six per cent of Maine high school graduating seniors took the SAT. The average scores are 429, verbal (3 points above the national average and 3 points below the New England average) and 463, mathematics (8 points below the national average and 5 points below the New England average). The most frequently administered achievement tests are noted: English composition, mathematics level I, American history, and biology. Generally, each student taking achievement tests takes three achievement tests, and has higher than average SAT scores. An increase in eleven out of thirteen achievement test scores is shown, from 1980 to 1984. A two-year comparison of national, New England, and Maine college-bound seniors includes summary data on high school grades, parental income, plans to apply for financial aid, and degree goals. A five-year comparison also includes minority status, years of high school subjects studied, and intended college field of study. SAT and achievement test data are also presented for eight regional areas of Maine. (GDC)

ED 264 262 TM 850 746

Levine, Michael V.
The Trait in Latent Trait Theory.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
PUB DATE- Jul 82
NOTE- 26p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
CONTRACT- N00014-79C-0752; NR-150-445
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Item Analysis; *Latent Trait Theory; Mathematical Models; *Measurement Techniques; Psychological Testing; *Psychometrics; Scoring; Statistical Analysis; *Test Items; *Test Theory

Significant to a latent trait or item response theory analysis of a mental test is the determination of exactly what is being quantified. The following are practical problems to be considered in the formulation of a good theory: (1) deciding whether two tests measure the same trait or traits; (2) analyzing the relative contributions of a pair of traits or abilities to test performance; (3) detecting "functional" changes in items including those caused by security problems, modes of administration changes, and changes in familiarity with the concepts supporting the item in the population being tested; (4) determining the adequacy of an item response function, that is, a specific mathematical formula relating performance to ability; (5) discovering the shape of the item response functions, including multidimensional item response functions; (6) quantifying the magnitude and reliability of violations of the principal assumption of latent trait theory, "local independence"; and (7) modeling item responses (such as omitting or changing answers) that fail to be locally independent. This paper outlines theoretical results bearing on these seven problems. A new theory is presented, with the central problem the representation of traits, abilities or achievements, and their distributions. (PN)

ED 264 305 TM 860 016

Hoffman, Lee McGraw
Broad-Based Involvement in a Study of Alternative Testing Strategies for Louisiana.
Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- Oct 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Evaluation Research Society (San Francisco, CA, October 11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Competency Based Education; Elementary Secondary Education; Graduation Requirements; Inservice Education; Interviews; *Minimum Competency Testing; Parent Attitudes; *Program Evaluation; Program Improvement; *State Standards; Teacher Attitudes; *Testing Programs
IDENTIFIERS- *Louisiana; Louisiana Basic Skills Test

In 1984 the Louisiana State Superintendent of Education directed the Bureau of Evaluation to conduct a study of alternative testing strategies for the State, keeping in mind the possibility that retaining the current testing program was an alternative to be considered. The Bureau designed a study calling for the involvement of four distinct groups: (1) the general public; (2) parents of children affected by the State testing program; (3) local education agency (LEA) teaching and central office staff; and (4) Staff Program administrators or policymakers. Participants were selected by local superintendents for skills as opinion-leaders, and by State Department of Education administrators at the state level. Group interviews and individual interviews provided data. Groups were almost unanimous in identifying major purposes for a state testing program: (1) parents wanted information about how their children were doing on skills beyond the minimums; (2) LEA staff felt this should not be a requirement for a promotion; and (3) both groups were happy in suggesting a strategy that would give normative data on higher level skills, but that would not count them as a promotion requirement. Pre-interview training proved to be successful. This study procedure was extremely labor-intensive, and suggestions from interviews had to be carefully weighed by technical staff. (LMO)

ED 264 319 UD 024 581

Phinney, Jean S.; And Others

Ethnic Behavior Patterns among Black and Mexican-American School Children.

PUB DATE- Aug 85
NOTE- 7p.; Paper presented at the Annual Convention of the American Psychological Association (Los Angeles, CA, August 1985).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; *Black Students; *Cultural Differences; Elementary Education; Grade 3; Grade 6; *Mexican Americans; *Social Behavior

In order to assess differences in social behavior patterns among ethnic groups, videotapes were produced of eight brief social episodes that occur commonly in elementary schools, each taped once with Black actors and once with Mexican-American actors. These were shown to 127 Black and Mexican-American boys and girls from third and sixth grade classes in integrated urban classrooms. The children were shown the films with actors from their own ethnic group and were asked to write what they would do in each situation. Responses were coded into categories, and chi square analysis was used to examine ethnic group differences overall and by age and sex. There were significant ethnic group differences on five of the eight scenes. The differences were stronger at the sixth grade level than at the third grade level, and more evident among boys than girls. The results provide evidence that cultural differences which have been identified among adults can be found in elementary school children as well. For example, it has been shown that Mexican-American culture emphasizes orientation to the group, respect for authority, and a passive coping style. The behaviors of the children in this study reflect these values. In contrast, Black culture has been portrayed as encouraging expressiveness and active engagement with others. In this study, the Black children were more likely to express feelings of anger, explain their behaviors to teachers, and take action in dealing with social situations. (CG)

ED 264 128 SE 046 290

Mokros, Janice R.
The Impact of Microcomputer-Based Science Labs on Children's Graphing Skills.
Technical Education Research Center, Cambridge, Mass.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- TERC-TR-85-3
PUB DATE- Nov 85
NOTE- 7p.; Paper submitted to the 1986 Annual Meeting of the National Association for Research in Science Teaching.
GRANT- NSF-DPE-8319155
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; *Computer Oriented Programs; *Elementary School Science; Grade 6; *Graphs; Intermediate Grades; Mathematics Skills; *Microcomputers; Science Activities; Science Education; *Science Instruction; Skill Development; Teaching Methods
IDENTIFIERS- *Graphing (Mathematics); National Science Foundation; Science Education Research

Microcomputer-based laboratories (MBL), the use of microcomputers for student-directed data acquisition and analysis, represents a promising new development in science laboratory instruction. This descriptive study determined the impact of MBLs on middle school students' understanding of graphs of distance and velocity. The study was based on the premise that understanding the use and interpretation of symbol systems such as graphs is a central developmental task for all children. Sixth-grade students received five MBL lessons on distance and velocity, where they were challenged to construct different kinds of graphs via their own movements and the movements of a toy cart. Results (based on classroom observations and a post-intervention quiz which required students to match graphs with written descriptions of these graphs) indicated that after experience with MBL, students could accurately match complex graphs of physical phenomena with written descriptions of these graphs. Children attained a mean accuracy level of 85 percent on the matching task which involved graphs of position and velocity (including negative velocity). Observations corroborated these findings, and showed that students' understanding of graphs was resistant to countersuggestion. By linking the concrete and the abstract, MBL may be providing a bridge that facilitates the development of formal operational thinking. (Author/JN)

ED 264 142 SE 046 311

White, Janet A.
Alternative Energy: A Guide to Free Information for Educators.
Center for Renewable Resources, Washington, D.C.
PUB DATE- Sep 85
NOTE- 32p.
AVAILABLE FROM- Center for Renewable Resources, 1001 Connecticut Ave., N.W., Suite 638, Washington, DC 20036 ($4.00 nonmember, $3.00 member).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alternative Energy Sources; Elementary Secondary Education; *Energy; *Energy Conservation; *Energy Education; Geothermal Energy; *Instructional Materials; *Resource Materials; Science Education; Solar Energy; Water; Wind Energy
IDENTIFIERS- Biomass; *Free Materials; Renewable Resources

This guide was compiled to help teachers and students locate free educational materials (both lessons and nontechnical background references) on renewable energy resources and energy conservation. The 214 entries are arranged by these topic areas: (1) energy efficiency and renewables; (2) biomass; (3) hydropower; (4) solar thermal energy; (5) photovoltaics; (6) geothermal energy; and (7) wind energy. Entries are grouped within these topic areas, when applicable, by such categories as background information, periodicals, or lessons. Each entry includes a description, source, and a code to a grade level/subject area matrix. The seven subject areas are cross-referenced by grade levels (K-3, 4-6, 7-8, 9-12, and adult) in the matrix. Although all grade levels are featured, the majority of materials available are targeted for high school students and adults. A separate listing of all sources cited is also provided. It is recommended that these sources be contacted for additional materials available, since several of them offered too many publications to be included in this guide. (JN)

ED 264 185 SP 026 715

Allain, Violet Anselmini
Career Stages of Teachers: Implications for Professional Development.
PUB DATE- Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Development; Decision Making; *Inservice Teacher Education; *Professional Development; *Teaching (Occupation); Vocational Maturity

There is a trend to bring professional development of teachers, whether it be graduate college courses, district held workshops, or some other in-service programs, under closer scrutiny. This is a partial response to demands for accountability and the problems inherent with the "greying" of the teacher workforce. A growing body of research indicates that a teaching career has structure whereby teachers reflect different behaviors, knowledge, job skills, attitudes, and concerns at different points in their careers. The career of a teacher often follows a regular developmental pattern. Some of these research studies have revealed year phases which seem related to each teacher's development. Special attention needs to be given to the stages of a teaching career and how these levels can impact upon the type of professional development which will be most relevant to teachers. Three models for professional development are offered: the support model, the decision-making model, and the study model. (Author/JD)

ED 264 360 UD 024 636

Gary, Lawrence E.; And Others
Stable Black Families. Final Report.
Howard Univ., Washington, D.C. Mental Health Research and Development Center.
PUB DATE- Dec 83
NOTE- 109p.
AVAILABLE FROM- Mental Health Research and Development Center, Institute for Urban Affairs and Research, Howard University, 2900 Van Ness Street, N.W., Washington, DC 20008 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Black Family; Blacks; Church Programs; Depression (Psychology); *Family Life; Family Programs; *Family Structure; Marital Satisfaction; One Parent Family; Religion; Self Help Programs; *Social Support Groups; Socioeconomic Status
IDENTIFIERS- District of Columbia

This document is the final report of a study conducted to determine what factors contribute to strong Black family life and how these strong families solve problems, in order to add to the knowledge base on stable families so as to enhance practical intervention with families in need, and to identify models of self-help strategies used by stable families. The study group consisted of 26 husband-wife families and 24 female-headed families in the Washington, D.C. area. Individual interviews were conducted to determine the families' socio-demographic characteristics, neighboring and organizational participation, daily routines, skills, problems, and coping strategies, as well as religiosity, depression, and family environment. It was found that the sample group was above the median compared to other Black and White families in income, education, and employment. They were found to be resourceful and unlikely to seek outside help to solve problems. The problems most frequently experienced by the group pertained to finance, marriage, and children. The most often cited problem with children was depression. Job dissatisfaction was reported more than any other concern. All respondents, especially single women, were very religious, and most displayed no symptoms of depression. Some suggestions drawn from this study for helping other Black families with their problems are: (1) churches should develop family programs; (2) programs should stress prevention themes; (3) churches could use stable family members as family aides; (4) the incidence of depression in Black children should be further studied; and (5) self-help materials and activities should be emphasized. Eighteen tables are included in the text. (CG)

ED 264 157 SO 016 895

Duncan, Neville; O'Brien, Kenneth
Women and Politics in Barbados, 1948-1981. Women in the Caribbean Project, Volume 3.
University of the West Indies, Cave Hill (Barbados). Inst. of Social and Economic Research.
PUB DATE- 83
NOTE- 83p.; For related volumes, see SO 016 894-898.
AVAILABLE FROM- Institute of Social and Economic Research, University of the West Indies, P.O. Box 64, Bridgetown, Barbados.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Citizen Participation; *Females; Foreign Countries; Political Affiliation; Political Attitudes; Political Candidates; Political Power; *Politics; *Sex Role; Voting
IDENTIFIERS- *Barbados; *Caribbean

One in a series emanating from a three-year project concerned with the role of women in the English-speaking Caribbean, this publication discusses female participation in politics in Barbados. Project objectives are to establish in the region a data base for teaching, research, and planning purposes and to develop guidelines for a cohesive social policy that recognizes women's needs and draws on their skills and talents for program planning and execution. Discussed are (1) female participation in local politics, (2) female participation in the Legislative Council, House of Assembly, and Senate, (3) female membership on statutory boards, commissions, and public corporations, (4) female partisan involvement in Barbados, and (5) women and electoral politics in Barbados from 1951 through 1981. In Barbados women still remain largely outside the circle of formal political power interests and are yet to create a distinct political ideology. Appendices contain the names of women who served in the Barbados Legislative Council, Senate, and House of Assembly from 1951 through 1981 and of those who were unsuccessful candidates for the House of Assembly, 1951-1981. An interview with Hazeline Odessa Gittens is also included. (RM)

ED 264 170 SP 026 032

Johnson, Clifford I.; And Others

Cooperative Doctoral Programs Between Universities and Senior Colleges: Georgia's Solution for Conserving Scarce Resources.

PUB DATE- 28 Feb 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Colleges; *Cooperative Programs; *Doctoral Programs; Higher Education; Needs Assessment; *Program Design; Resource Allocation; *Universities
IDENTIFIERS- *Georgia

Cooperative doctor of philosophy degree programs in educational administration and supervision have been developed between the College of Education at Georgia State University and three of the System's 14 senior colleges. Cooperating senior colleges are located in three different geographical sections of the state: Valdosta State College; Columbus College; and Augusta College. Cooperative doctoral programs are developed through the joint efforts of the administration and faculty at the university and senior college levels. A needs assessment is conducted at the senior college prior to a formal proposal. This document details the quality controls and the responsibilities of each cooperating university and senior institution. Included are specifics regarding needs assessment, admission procedures, advisory committees, faculty appointments, library resources, and funding necessary to successful implementation of the program. The senior college is responsible for providing course work in the cognate area. All departments in the senior colleges are asked to select from the courses submitted those courses deemed appropriate for student programs. The core area includes courses common to all doctoral students in education, including research, statistics, design, and computer science. A description is presented of residency requirements, financial resources and expenditures, and academic evaluation. (JD)

ED 264 217 SP 026 901

Klausmeier, Herbert J.; And Others
The Renewal and Improvement of Secondary Education: Concepts and Practices.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-8191-3609-3
PUB DATE- Jul 83
NOTE- 353p.
GRANT- NIE-G-81-0009
AVAILABLE FROM- University Press of America, Inc., 4720 Boston Way, Lanham, MD 20706 ($27.50 hard cover--ISBN-0-8191-3609-3; $13.50 paperbound--ISBN-0-8191-3610-7).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrative Policy; *Curriculum Development; *Improvement Programs; Research Utilization; School Community Relationship; School Organization; *Secondary Education; *Student Needs; Teacher Education

This book was written for use in university courses and inservice programs directed toward the improvement of secondary education. Part I contains an introduction and overview of an improvement design, including descriptions of proposals that have been made for school improvement, and experiences of school practitioners in improvement programs. In part II, instruction, curriculum and evaluation of educational programs are discussed. Curriculum priorities are considered, with particular reference to the needs of the individual student. Part III offers discussions on administrative arrangements and processes, organization for instruction and advising, and teacher-advisor programs. The final section suggests ways in which home, school, and community relations may be improved, and discusses the uses of research in developing school improvement programs. (JD)

ED 264 233 SP 026 987

A Guide to Curriculum Planning in Health Education. Bulletin No. 6102.

Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- 85

NOTE- 213p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Secondary Education; *Health Education; Physical Fitness; State Curriculum Guides

IDENTIFIERS- Wisconsin

This curriculum guide is a resource book for designing a comprehensive health education curriculum for grades K-12. After an overview on the philosophy and goals of health education in the schools and a preview of the ten major content areas, the following topics are covered: (1) accident prevention and safety; (2) community health; (3) consumer health; (4) environmental health; (5) family life education; (6) mental and emotional health; (7) nutrition; (8) personal health; (9) prevention and control of disease; (10) substance use and abuse; (11) current and future issues; and (12) health careers in Wisconsin. Appended are: (1) role description for a health education coordinator; (2) resources; (3) practical principles in effective use of print materials; (4) checklist for evaluating a school health education program; (5) Wisconsin statutes: school health education; (6) certification requirements for health education teachers in Wisconsin; and (7) criteria for comprehensive school health education. (JD)

ED 264 263 TM 850 748

Lewis, Charles
Developments in Nonparametric Ability Estimation.
PUB DATE- Jul 82
NOTE- 19p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Oriented Programs; Estimation (Mathematics); *Item Analysis; *Latent Trait Theory; *Nonparametric Statistics; Psychometrics; *Scaling; Secondary Education; Statistical Studies; *Test Theory
IDENTIFIERS- Scholastic Aptitude Test; *Unidimensional Scaling

The nonparametric approach to test theory discussed here has its roots in the early work of Guttman, Lazarsfeld, and Meredith; and more recently in the work of Cliff and in Tatsuoka and Tatsuoka. Mokken's extensive treatment of this subject concentrated on defining, constructing, and testing unidimensional scales, based on responses to dichotomous items. His emphasis is on the development of formal statistical methods to extend and support the use of descriptive indices. The analyses described assume the existence of a scale such as might result from one of Mokken's procedures. Based on responses to items forming the scale, inferences are made regarding the abilities of individuals. In this sense, the work described is viewed as an extension of Mokken's developments and includes a discussion of the following: (1) basic assumptions and notations; (2) alternative ordinal assumptions and corresponding definitions of ability; (3) minimal assumption (relative consistency) and analysis; and (4) an example of an analysis. (PN)

ED 264 277 TM 850 763

Vale, C. David
Design of a Microcomputer-Based Adaptive Testing System.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- Jul 82
NOTE- 13p.; In: Item Response Theory and Computerized Adaptive Testing Conference Proceedings (Wayzata, MN, July 27-30, 1982) (TM 850 744).
CONTRACT- N00014-82-C-0132.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adaptive Testing; Adults; *Computer Assisted Testing; *Computer Oriented Programs; Computer Software; *Feasibility Studies; Interviews; Item Banks; *Microcomputers; Needs Assessment; Program Development; Questionnaires; Surveys; Testing
IDENTIFIERS- *Test Specifications

This paper explores the feasibility of developing a single-user microcomputer-based testing system. Testing literature was surveyed to discover types of test items that might be used in the system and to compile a list of strategies that such a system might use. Potential users were surveyed. Several were interviewed, and a questionnaire was developed to determine features needed by users. Evaluation of hardware indicated that microcomputers were available and adequately suitable. However, a typical lack of disc storage for item banks would prevent a system from being acceptable. Work on the software design of the testing system began with a review of existing systems. The design of a complete self-contained system was discussed and included: item banking; test specification; test administration; test analysis system; and a method for reporting the results to examinees. The test authoring system was a two level system (author language and menu system) allowing a division of labor between writers and programmers. An example of test specification is offered. Development of the microcomputer-based system was scheduled to begin in mid-1983 as a second phase for the project in which the design was developed. (PN)

ED 264 291 TM 850 782

Norton, Sylvia; And Others

The Effects of an Independent Laboratory Investigation on the Critical Thinking Ability and Scientific Attitude of Students in a General Microbiology Class.

PUB DATE- Nov 85

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Research Association (14th, Biloxi, MS, November, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Measures; Community Colleges; *Critical Thinking; Higher Education; *Laboratory Experiments; Laboratory Procedures; Microbiology; Multivariate Analysis; *Scientific Attitudes; Student Attitudes; *Teaching Methods

IDENTIFIERS- *Scientific Attitude Inquiry; *Watson Glaser Critical Thinking Appraisal

To demonstrate that properly designed laboratory instruction does provide affective and higher order learning benefits, an experiment was carried out in two replications. The subjects were 80 students enrolled in General Microbiology at Wallace Community College, Alabama. Students were randomly assigned to experimental and control groups. The experimental group was randomly assigned a culture of bacterium to be identified. Using references and a list containing their unknowns, they were told to work independently. Instructors provided no help except supervision for safety purposes. The control group continued with step-by-step verification laboratory exercises, working in pairs with direct supervision and instruction. Following three weeks of treatment, the Watson-Glaser Critical Thinking Appraisal and then the Scientific Attitude Inventory were administered. Results indicate that the treatment of the independent laboratory investigation did not have a significantly different effect on the dependent measures of critical thinking ability and/or scientific attitude when compared to the effect of the performance of verification laboratory exercises by a control group. (PN)

ED 264 334 UD 024 602

Shore, Bradd; Platt, Martha

Communicative Barriers to Samoans' Training and Employment in the U.S.

Northwest Regional Educational Lab., Portland, Oreg.

SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Jul 84
NOTE- 41p.; A paper commissioned for a Study of Poverty, Unemployment and Training Needs of American Samoans. For related documents, see UD 024 599-603.
CONTRACT- 99-03-0946-75-075-01
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Background; English (Second Language); Job Skills; *Language Patterns; *Limited English Speaking; *Samoan Americans; *Work Attitudes
IDENTIFIERS- Census 1980; *Samoans

This paper considers the communicative competence of Samoan migrants and how it affects their effectiveness in working situations. English language skills, written and oral, are assessed, using fieldwork reports and 1980 census data. Traditional Samoan communication is described in order to examine Samoans' second language competence comparatively. Social dimensions of communication in Samoa; Samoan speech registers; personal naming practices and social implications; the status of English in contemporary Samoa; and non-verbal communication are outlined. An ethnography of traditional Samoan conceptions of work and divisions of labor is sketched, highlighting aspects pertinent to the American workplace. The authors find that Samoans are themselves deeply concerned about English proficiency and that limited English reading and writing proficiency of migrant Samoans combines with unfamiliarity with Western expectations and values associated with work to hamper the abililty of Samoans to write resumes, complete job applications, and succeed in interviews. Limited English competence, limited proficiency in reading and writing, conflicting values between the home and school/workplace, and unfamiliarity with Anglo ways of speaking contribute to a high rate of unemployment and underrepresentation of Samoans in white collar and supervisory positions. The paper concludes with a discussion of the consequences of limited communicative competence in the American workplace for Samoan workers. (Author/CG)

ED 264 347 UD 024 616

Coleman, James S.
Education in the Post-Brown Era.
PUB DATE- 84
NOTE- 16p.; In: Brown v. Board of Education of Topeka: An Assessment Thirty Years Later (Institute, West Virginia, February 10-11 and April 11-13, 1984). For proceedings, see UD 024 606.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Historical Materials (060)
DESCRIPTORS- Black Education; *Civil Rights; *Desegregation Effects; Federal Government; *Government Role; Political Attitudes; *Politics of Education; *Racial Relations; *School Desegregation; United States History
IDENTIFIERS- Brown v Board of Education

The Brown decision of 1954 occurred when Blacks, who were migrating into the North in large numbers, became a highly visible political minority. Widespread interest in school integration on the part of the dominant majority stemmed more from a concern about societal integration than about the welfare of disadvantaged children. The Brown decision began as a demand by the politically dominant North that the South end its legal segregation by race in education. Over time, however, the civil rights movement pressured government into taking action against northern segregation as well. The pattern of "acceptable" school desegregation was eventually determined by a series of court decisions in local cases, and the executive branch of the Federal government also began to play a visible role following passage of the 1964 Civil Rights Act and the 1965 Elementary and Secondary Education Act. During the Nixon Administration, despite the president's opposition to integration, the desegregation movement became more unified, and in 1970 the largest amount of school desegregation ever to take place occurred in the Southeast. This massive desegregation happened smoothly, in a non-confrontational mode. Perhaps if the methods used to enforce the Brown decision had been different, the history of school desegregation would have been less conflict-ridden. (KH)

ED 264 186 SP 026 716

McIntire, Walter G.; Pratt, Phillip A.

Characteristics of Freshmen Continuing and Leaving a Teacher Education Program at the End of Their First Year.

PUB DATE- Mar 85
NOTE- 18p.; Draft of a paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *College Freshmen; *Education Majors; Higher Education; Personality Traits; *Preservice Teacher Education; School Holding Power; Student Attitudes; *Student Characteristics

This study compared the characteristics of freshman teacher aspirants choosing to continue in or leave a teacher education program at the end of their first year. Personality characteristics of the freshmen (n=102) were assessed with the Personal Orientation Inventory which consists of 150 two-choice comparative value-judgment items reflecting the values and behaviors seen to be of importance in the development of the self-actualizing individual. Career maturity variables were assessed with the attitude and competence scales of the Career Maturity Inventory, comprised of scales on: decisiveness, involvement, independence, orientation, and compromise. Demographic data, including father's and mother's educational level and occupational status, and motives for and influences on the the decision to become a teacher, were assessed with a locally-developed survey instrument. Results of the comparisons between "stayers" and "leavers" suggested that: stayers are less flexible, less sensitive to their own feelings and needs, and less able to develop warm interpersonal relationships with others than the leavers. Stayers also tended to be more other-directed and less acceptant of their own and others' anger than the leavers. The results appear to confirm previous research findings that persons attracted to teacher education programs possess personality characteristics distinguishing them from others. (JD)

Bond, Eldon A.; Himmler, Arthur H.
Microcomputer Adoption and Program Implementation: Change Models and Change Agents.
PUB DATE- Jul 85
NOTE- 18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (32nd, Vancouver, British Columbia, Canada, July 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adoption (Ideas); Elementary Secondary Education; *Instructional Innovation; *Microcomputers; *Program Implementation; Teacher Attitudes

A field study was designed to explore the processes involved with the assimilation of computers into the K-12 instructional program in the state of Washington. The study examined patterns of microcomputer adoption and implementation in both rural and urban school districts. Specific research objectives were to describe: (1) actual computer adoption processes; (2) actual computer implementation processes; and (3) the relationship of these two processes to theoretical models of educational innovation. Three theoretical models of the innovation process were examined: (1) research, development, and dissemination model; (2) social interaction model; and (3) problem solving model. Two important findings were that educators were more concerned with the feasibility of the innovation than with its potential for improvement of instruction and that the implementation process itself tended to change the innovation. While the theoretical models were useful in understanding the change process, the models were more normative than descriptive. The report concludes by proposing seven additional research hypotheses for future research. (CB)

ED 264 249 TM 850 483

Shale, Douglas G.; Milinusic, Tomislav O.
A Computer Support System for the Entry and Analysis of Questionnaire Data.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; *Course Evaluation; Data Analysis; *Databases; *Data Processing; Distance Education; Foreign Countries; Higher Education; Information Retrieval; Information Storage; *Questionnaires
IDENTIFIERS- Athabasca University AB

This paper describes a computer support system that eliminated many of the problems associated with the usual methods of transcribing and analyzing questionnaire data. The system was created to support the course evaluation system at Athabasca University, a distance education university in Canada. The courses evaluated were all home study courses, and they varied significantly in design and with respect to the kinds of instructional materials they incorporated. Consequently, the evaluation questionnaires were custom tailored to each course, and little standardization was possible among courses. The sheer volume and variety of questionnaires required that some form of computer support be used. Within two years, the system supported the evaluation of 42 different courses requiring 125 distinct questionnaires. Software was written in the C programming language to run on a VAX 11/780 under the UNIX operating system. This configuration allowed for text editing features, specific and global scanning, and global alteration of sets of codes. Technical aspects of the system, as well as its limitations, were discussed in detail. (LMO)

ED 264 306 TM 860 017

Wardell, David

Cloze Procedure. An Historical Review.

PUB DATE- 85
NOTE- 29p.; A qualifying paper for the Ed.D. degree, Portland State University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cloze Procedure; Cognitive Processes; Context Clues; Cues; Language Patterns; *Language Processing; Language Research; *Language Tests; Literature Reviews; Memory; *Pattern Recognition; Redundancy; *Substitution Drills; Syntax; *Test Format; Word Recognition

Cloze procedure, a testing method which systematically deletes words in written prose and then measures the accuracy of the information is reviewed from a historical viewpoint. Redundancy is placed in a verbal context and can be noted on three separate levels of language: (1) surface syntactic structure; (2) deep syntactic structure; and (3) semantic structure. Each level is said to contribute to an individual's ability to perform successfully with cloze materials. Cloze technique has been in use in psychology since 1897 when Hermann Ebbinghaus used it to explore the properties of memory. The Stanford-Binet Intelligence Test used closure principles, as did tests designed by Thorndike and Miller and Selfridge. Wilson Taylor presented an introduction to cloze technique in 1953, and Ellington (1981) developed a more eclectic approach to cloze procedures. Discrepancies in predicting the significance of the results of cloze tests have proven to be troublesome. The cloze technique may not be suitable for evaluating higher-order language skills. A correlation between cloze scores and multiple-choice scores has been established by Bormuth and factor validity for cloze tests as measures of comprehension ability have been tested. Other uses for cloze procedures include evaluating student writing and checking for plagarism. (LMO)

ED 264 320 UD 024 582

Refugee Materials Center Supplemental Bibliography. Curricular and Supplementary Materials to Assist in the Education and Resettlement of Refugees and Immigrants. New Material and Non-Southeast Asian Materials.

Department of Education, Kansas City, Mo. Regional Office 7.

PUB DATE- 15 Oct 85
NOTE- 28p.; A supplement to ED 253 616.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Acculturation; English (Second Language); *Immigrants; *Multilingual Materials; *Refugees; *Relocation; *Second Language Instruction; *Vocational English (Second Language)

This is a bibliography of materials for use in resettling and educating refugees and/or immigrants, including new materials added to the general Refugee Materials Center (RMC) collection since the publication of the Refugee Materials Center Bibliography in December 1984. The bibliography lists textbooks for teaching English, other curricular materials and supplementary materials from many sources. In most cases the supplementary materials can be obtained free of charge from the RMC; source and price are given for items not available through RMC. The bibliography is divided into four sections: (1) Teaching English; (2) General Resettlement; (3) Polish Supplementary (one entry); and (4) Ethiopian Supplementary (two entries). Each citation contains a brief description of the document, including language(s). (CG)

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